

Aboriginal Studies



A Guide to the New Years 7–10 Syllabus

The new *Aboriginal Studies Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 9 students and in 2006 with Year 10 students. Stage 4 outcomes have been provided for those schools that wish to implement the syllabus with Year 7 or Year 8 students.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

What is similar?

Much of the content is similar to the current syllabus content. Students will continue to:

- learn about Aboriginal identity and the ways in which Aboriginal people maintain their identity
- develop a knowledge of Aboriginal culture, particularly the importance of land, spirituality, kinship and family, and community
- appreciate the ongoing and dynamic contributions of Aboriginal people to Australian society
- understand the broad outlines of Aboriginal historical experience, especially its relevance to Aboriginal identity
- recognise the diversity of Aboriginal cultures and the commonality of Aboriginal experiences
- develop an understanding of the concept of Aboriginality in a multicultural Australia
- develop respect for human rights and responsibilities to all peoples
- involve the local Aboriginal community

- develop an understanding of racism and stereotyping, and its impact on Aboriginal people.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

The recent experience teachers have gained in implementing the *Aboriginal Studies Stage 6 Syllabus* (1999) will assist in the implementation of the new *Aboriginal Studies Years 7–10 Syllabus*.

What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Aboriginal Studies in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus.

- The core now has more detail and direction allowing for more comprehensive planning and programming.
- Schools are provided with the opportunity for a school developed option.
- The use of appropriate community consultation protocols and ethical practices is strengthened when undertaking research and fieldwork activities.
- Options replace themes.
- An international perspective is allowed in the study of Aboriginal autonomy and self-determination.
- Students are provided with the opportunity to study the relationship between Aboriginal Peoples and human rights, with an emphasis on self-determination and autonomy for Aboriginal Peoples.
- A case study is provided for both the core and options as the focus of each study.

The features of the content pages

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Option 8: Aboriginal Peoples and Sport

The focus of this option is the significant role of sport in contributing to the establishment of Aboriginal identity and to the development of role models for Aboriginal young people. Students explore sport as an avenue for Aboriginal community communication. They critically analyse the role of sport in breaking down barriers between Aboriginal and non-Aboriginal people.

Outcomes
A student:

- 5.1 describes the factors that contribute to an Aboriginal person's identity
- 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
- 5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their 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.

<p>Students learn about:</p> <ul style="list-style-type: none"> • the place of traditional sports and games in Aboriginal societies 	<p>Students learn to:</p> <ul style="list-style-type: none"> • research the role of sports and games, such as Marn Grook, in traditional Aboriginal society using a variety of resources including the internet
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<ul style="list-style-type: none"> • gender issues associated with Aboriginal sportspeople 	<ul style="list-style-type: none"> • analyse gender issues associated with sport for Aboriginal Peoples such as: <ul style="list-style-type: none"> – media coverage of Aboriginal sportspeople based on gender – female Aboriginal sportspeople as advocates for women as well as being Aboriginal women
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<p>Case Study</p> <ul style="list-style-type: none"> • effective consultation with Aboriginal Peoples and communities to conduct a case study on: <ul style="list-style-type: none"> – either <ul style="list-style-type: none"> – issues and practices in Aboriginal participation in sport at a local and/or regional level or – a significant local, state or national sporting event that has become part of Aboriginal cultural expression and celebration in the local/regional community 	<ul style="list-style-type: none"> • apply ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal Peoples and sport using local examples where possible
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The focus provides an overview of the core or option.

Outcomes linked to content in tables to assist teachers with planning and programming.

Cross-curriculum perspectives are embedded in the syllabus content.

Content is expressed as *Students learn to* and *Students learn about* in a consistent format.

Skills that enhance learning are embedded in the syllabus content.

The Case Study must have a local/regional community focus with the application of ethical research skills including protocols for consultation.

- Stage statements from Early Stage 1 to Stage 5 describe the continuum of learning in Aboriginal Studies.
- Content additional to the essential syllabus content in the form of a series of options is included to help teachers address the needs and interests of students who have demonstrated Stage 5 outcomes in less than the indicative time.
- An overview statement is provided that shows how each cross-curriculum area is embedded in the essential content.
- Content relating to the use and understanding of information and communication technologies (ICT) is incorporated in the syllabus content.
- Life Skills outcomes and content have been provided for those students with special education needs, particularly those students with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 7 and 8 of the syllabus are not appropriate.
- Built into the syllabus is the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Aboriginal Studies. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Aboriginal Studies Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus pp 13–14)
- identifying the required evidence of learning

- planning explicit teaching and learning experiences to address the outcomes (see syllabus pp 19–43) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content in the form of a series of options on page 16 of the syllabus will assist teachers to develop programs for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

Stage statements describe a continuum of learning from Early Stage 1 to Stage 5. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities.

How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 7 and 8 of the *Aboriginal Studies Years 7–10 Syllabus* are not appropriate.

What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

<p>distributed with the syllabus</p>	<p>Phase 1</p> <ul style="list-style-type: none"> ■ this guide to the new <i>Aboriginal Studies Years 7–10 Syllabus</i> ■ draft Descriptions of Levels of Achievement
<p>3 months after distribution of the syllabus</p>	<p>Phase 2</p> <ul style="list-style-type: none"> ■ advice on programming ■ sample units of work ■ sample assessment activities
<p>6 months after distribution of the syllabus</p>	<p>Phase 3 (incorporates Phases 1 and 2)</p> <ul style="list-style-type: none"> ■ annotated samples of student work
<p>12 months after implementation of the syllabus</p>	<p>Phase 4</p> <ul style="list-style-type: none"> ■ final Descriptions of Levels of Achievement

The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.
