



Purnululu Aboriginal Independent Community School

Whole School Plan – History

Revised August 2015

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Curriculum Outcomes

History aims to ensure that students develop...

...interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.	...knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society.	...understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.	...capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.
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PAICS History Profile

PAICS predominately provides education to Gija people. PAICS students learn about their Gija heritage and culture from elders in the community and throughout units at school delivered by Gija classroom assistants and teachers. PAICS students typically encounter cultural and societal differences from a young age, as they live with 'one foot in each world'; the Aboriginal Australia and the Western Influenced Australia. Naturally, PAICS students are well adapted to the understanding that people, places and cultures vary greatly, even within the communities and social groups of the Kimberley region.

Beliefs and Understandings about History

We believe students learn best when:

- There are high expectations for developing History understandings
- There is a consistent, whole school approach
- EAL/D strategies and approaches are recognised as imperative to all teaching and learning
- History teaching and learning is engaging, purposeful, culturally responsive and contextual
- History teaching integrates use of technologies, texts, hands-on experiences and interactive activities
- Integrated units of History and other Key Learning Areas occur
- Students actively participate in their learning goals, as set by themselves, their community and their teachers
- Teachers, parents and students are given explicit success criteria and opportunities for reflection
- The classroom environment is supportive and encourages risk-taking
- Staff meetings are made available for staff to collaborate and plan together

Strategies for Developing School/Community Partnership

- Open days
- Annual revision of School/Community Partnership and Strategic Plan
- Fortnightly visits to Warmun Language Centre
- Newsletters
- Display of learning samples in the Common Area

School and Class Organisation

- History is to be a focus unit for at least one (1) term of each school year, and a key component of an integrated unit for an additional term of each school year.
- Class organisation 2015: Junior Primary (K-4), Upper Primary (4-7), *No high school students enrolled.
- Management of History resources to be responsibility of classroom teachers and AEWs and overseen by the principal.
- Classroom support provided by AEWs. Remote support from AISWA Consultants.
- At least one full-time AEW in each classroom to support all learning as directed by the teacher, priority support given to Junior Primary class.

Leadership, Coordination and Professional Learning

- History whole school plan to be lead and coordinated by teachers, in consultation with Principal.
- The role of AEWs in supporting students' History learning include:
 - Teaching students, most usually in small groups, as determined by and in consultation with the classroom teachers
 - Translating Kariya English spoken by the teacher into Kriol for students to ensure maximum understanding
 - Being there for students if they are scared to speak up to non-Kriol speaking teachers
 - Share ideas with the teacher and contribute to History unit/lesson planning
 - Help the teacher to monitor students' progress in History by watching the students working and discussing observations with the teacher
 - Supporting students so they understand school way, in order to maximise the learning time in History and minimise disruptions

Agreed Whole School Approaches to History Teaching

PLANNING

Teachers must plan a minimum of 1 hour per week (10 hrs per term) of History learning (integrated) for at least 2 terms throughout the school year.

Teachers must include the following planning content in their term planning submissions.

- Links to Australian Curriculum Outcomes
- Yearly Outline of curriculum intentions
- Weekly Overviews
- Assessment Schedule and Tasks
- Contextual Statement with information specific to class cohort

ASSESSMENT

Teachers are to collect at least 2 samples of formal assessment per History unit for each student.

Student Progress Tracking – at the end of each term, teachers update the Individual Student tracking Sheet for History using the Australian Curriculum History Scope and Sequence document.

REPORTING

Reporting - Teachers will write reports against the Australian Curriculum at the end of each semester. Reports are given to parents at parent/teacher interviews so results can be discussed and explained in person. In 2015, the current report format will be revised in consultation with the PAICS community.