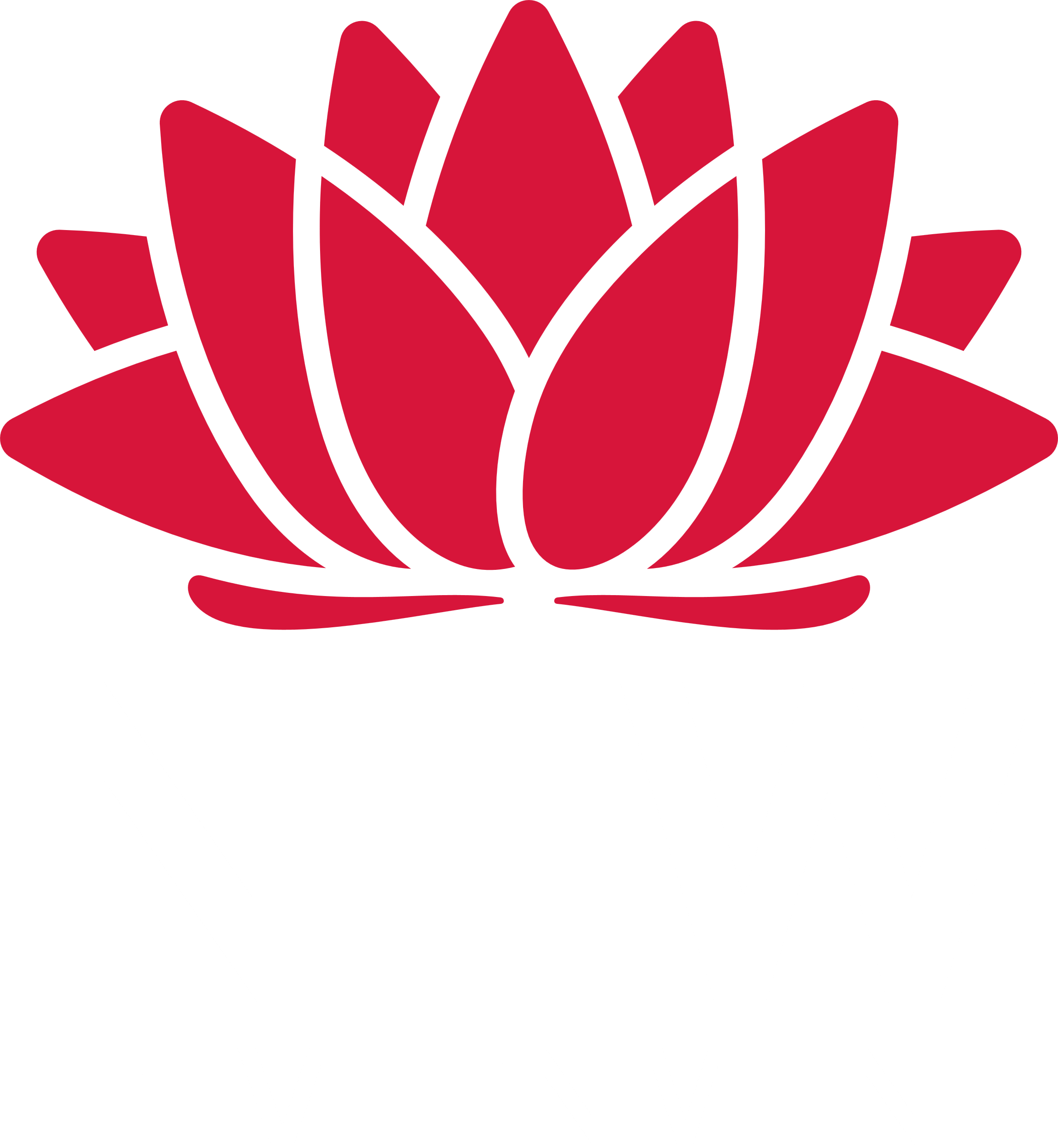
# **Creative arts**

Facilitator guide

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## About this guide

This guide has been developed to assist leaders in facilitating the creative arts professional learning session. The guide will explore:

* how the session supports the NSW Curriculum Reform
* how the session aligns with the Australian Professional Standards for Teachers and the School Excellence Framework
* how to structure the session to help your team effectively engage with the session content
* recommended activities to promote collaboration, reflection and plans for future action
* additional resources to support further professional development.

If you have questions about the session, please email [CreativeArts7-12@det.nsw.edu.au](mailto:CreativeArts7-12@det.nsw.edu.au).

Presentation overview

This presentation has 2 sessions. Session 1 ‘Creative arts focus on working with Aboriginal and Torres Strait Islander content’ is 30 minutes in length and is designed to be completed as a creative arts faculty. Session 2 includes 60-minute subject-specific options including:

* Getting to know the new Dance 7–10 Syllabus
* Getting to know the new Drama 7–10 Syllabus
* Exploring Aboriginal and Torres Strait Islander content for music 7–12
* Contemporary practice in visual arts
* Getting to know the Dance and Drama 7–10 syllabuses to inform Stage 6

### Learning intentions and success criteria

By the end of this presentation, participants will:

* develop an understanding of the ways Aboriginal and Torres Strait Islander content and perspectives have been embedded in draft and published creative arts syllabuses
* have explored new syllabuses and resources to support classroom practice.

To demonstrate learning, participants will:

* complete activities appropriate to their context and current needs to strengthen their abilities to implement the current and new syllabuses.

### Alignment to the Australian Professional Standards for Teachers

This professional learning session aligns with the following standards:

* 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
* 2.4.2 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
* 6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

### Alignment to the School Excellence Framework

This professional learning session aligns with the following elements of the School Excellence Framework:

* Curriculum
* Learning and development.

## Preparation

It is recommended that you are familiar with the course structure and content prior to the professional learning session. You should guide participants through the learning by:

* playing video and audio files
* reading content when required (for example, activity instructions)
* leading activities and discussions
* managing time.

### Prior to the session

* Ensure all participants will have access to:
* the participant workbook (either printed or downloaded and completed electronically on a device)
* The ‘Working with Aboriginal and Torres Strait Islander content’ infographic and learning map, required for Session 1.
* Play any video or multimedia on your browser to ensure they have loaded for your session.
* Consider room or equipment set up for the day.

### After the session

* Direct participants to complete the evaluation survey using the QR code in their participant workbook.

## Session structure

This session should take approximately 90 minutes to complete. We recommend following the structure below.

|  |  |
| --- | --- |
| Item | Duration |
| Welcome and Acknowledgement of Country | 5 minutes |
| Session 1 – creative arts focus on working with Aboriginal and Torres Strait Islander content video. | 10 minutes |
| Session 1 – faculty discussion following the infographic and learning map featuring guiding questions for working with Aboriginal and Torres Strait Islander content. | 20 minutes |
| Session 2 – subject-specific groups  The resources below can be accessed on the [Creative arts in secondary – new syllabus planning](https://education.nsw.gov.au/inside-the-department/teaching-and-learning/curriculum/school-development-day-curriculum-implementation/curriculum-implementation-professional-learning-sessions/creative-arts-in-secondary-new-syllabus-planning) webpage.   * Getting to know the new Dance 7–10 Syllabus – video and workbook * Getting to know the new Drama 7–10 Syllabus – video and workbook * Exploring Aboriginal and Torres Strait Islander content for Music 7–12 – workbook * Contemporary practice in visual arts – PowerPoint * Getting to know the Dance and Drama 7–10 syllabuses to inform Stage 6 – workbook | 55 minutes |

## Session activities

Learning in this session is supported by the Participant workbook and collaborative activities. These activities are designed to help your team reflect on the presentation and consider how the information can be applied to your school context.

### Participant workbook

The Participant workbook can be printed double-sided or used digitally. There are note-taking pages that complement the presentation and activity templates to guide engagement with the content.

The **note-taking pages** are to be used while watching the presentation. They provide your team with an opportunity to reflect and think critically about the information being shared. The note-taking pages feature 3 main sections:

* Focus questions – these are questions to keep in mind while engaging with the session. They encourage your team to consider how the content in the presentation can inform their practice.
* Key points and notes – in this section, your team can record any concepts or ideas that resonate with them. The left column is for staff to write down the main points of the presentation for future reference. The right column provides them with space to expand on their thinking and provide additional detail.
* Summary – at the end of the presentation, staff can write down 3 key ideas they would like to apply to their practice. You may like to conclude the session by having your team share the reflections they have recorded.

Further information about these activities is provided below.

### Session 1 – creative arts focus on working with Aboriginal and Torres Strait Islander content

Session 1 comprises of a video and faculty discussion time to review the creative arts curriculum timeline and explore ways to work with Aboriginal and Torres Strait Islander content that is embedded in new creative arts 7–10 syllabuses. To facilitate this session:

1. Access the ‘Creative arts focus on working with Aboriginal and Torres Strait Islander content’ video.
2. Download the ‘Working with Aboriginal and Torres Strait Islander content’ infographic and learning map.
3. Lead a 20-minute faculty discussion using the guiding questions on the ‘Working with Aboriginal and Torres Strait Islander content’ infographic and learning map. You may find the Session 1 supporting links below helpful for further discussion.

#### Session 1 supporting links

* [NSW Aboriginal Education Consultative Group (AECG)](https://www.aecg.nsw.edu.au/about/) – contact the AECG to find out who to contact in your local area to provide advice and support to connect with your Aboriginal and Torres Strait Islander communities.
* [NSW Department of Education | Aboriginal Outcomes and Partnerships (AOPD)](https://education.nsw.gov.au/teaching-and-learning/aec) – use this webpage to find out more information on how to increase knowledge and understanding of Aboriginal culture.
* [Aboriginal and Torres Strait Islander principles and protocols | NSW Education Standards Authority document](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education/aboriginal-and-torres-strait-islander-principles-and-protocols) – outlines the key principles of working with material from Aboriginal and Torres Strait Islander cultures.
* [Map of Indigenous Australia | AIATSIS](https://aiatsis.gov.au/explore/map-indigenous-australia) – identify the ongoing custodians of the land, acknowledging the custodians through Acknowledgement of Country.
* [Engaging with Traditional Owners](https://aiatsis.gov.au/publication/94688) – investigate the possibility of including some local, traditional language in the projects.
* [Aboriginal education policy and key documents](https://education.nsw.gov.au/teaching-and-learning/aec/policy-strategy-and-business-systems) – policy and key documents from the Department of Education.
* [What is Indigenous cultural intellectual property and copyright and how can I respect it?](https://www.abc.net.au/news/2020-05-11/what-is-indigenous-cultural-intellectual-property-and-copyright/12150308) – learn about the Aboriginal Cultural and Intellectual Property Protocol and actively apply it to the work
* [Dance 7–10 [Teaching advice (additional): Years 7–10 Working with Aboriginal and Torres Strait Islander content](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/teaching-and-learning)](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/teaching-and-learning)
* Drama 7–10 [Teaching advice (additional): Years 7–10 Working with Aboriginal and Torres Strait Islander content](https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-7-10-2023/teaching-and-learning)

### Session 2 – subject-specific options

Session 2 offers subject-specific options for dance 7–10, drama 7–10, visual arts 7–12, senior school dance and drama, and music 7–10 with useful resources and activities for senior school contexts.

#### Dance

Access the ‘Getting to know the new Dance 7–10 Syllabus’ video and workbook. Watch the video overview and select one of 5 options in the dance workbook most relevant to you and your school context:

* Compare the old and the new 7–10 syllabus
* Reduced outcomes and performance descriptors
* Context content group
* Working with Aboriginal and Torres Strait Islander content in the dance classroom
* A writing continuum.

#### Drama

Access the ‘Getting to know the new Drama 7–10 Syllabus’ video and workbook. Watch the video overview and select one of the 3 options in the drama workbook most relevant to you and your school context.

* Start unpacking the new syllabus with a focus on working with Aboriginal and Torres Strait Islander content.
* Use the new performance descriptors and reduced outcomes to plan new student success criteria for an existing Stage 5 program/task.
* Complete a comparative analysis of the current and new drama syllabuses.

#### Music

Access the ‘Exploring Aboriginal and Torres Strait Islander content for music 7–12’ workbook to engage with resources with an Aboriginal and Torres Strait Islander music focus that may be used to guide future teaching and learning programs.

#### Visual arts

Access the ‘Contemporary practice in visual arts’ PowerPoint for ideas on locating and selecting a range of contemporary visual arts resources to use in classroom teaching practice.

#### Getting to know the Dance and Drama 7–10 syllabuses to inform Stage 6

This workbook is designed for dance and drama teachers in secondary senior schools to engage in professional learning that is relevant to their context. There are 3 options:

* Complete a comparative analysis of the current (2003) and new (2023) 7–10 syllabuses to further familiarise yourself with the key changes.
* Explore suggested resources for working with Aboriginal and Torres Strait Islander content that could be incorporated into teaching programs.
* Explore curriculum resources that you could use in future teaching and learning activities to support Stage 6 dance or drama.

## Where to next?

Would you like to learn more? The links below provide additional learning and resources. These may assist you in developing future professional learning sessions to respond to the needs of your team.

* Teaching and learning resources available on our creative arts curriculum [7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-7-10) and [11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-11-12/dance-11-12) webpages
* Sign up for our [Creative Arts e-NEWS](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kWwI-MY-lJJJtiTWN8dEJepURURDVTZIR0ZPSFU1MjJHNjA3MVYxSERZVi4u)
* Regular updates on professional learning and resources, curriculum news and more
* Join us in the [Creative arts statewide staffroom](https://teams.microsoft.com/l/team/19%3af8e495424602437ca4b119d55ecdc761%40thread.tacv2/conversations?groupId=08ce92f4-ef40-412b-8532-d2139f5ffbfa&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) (DoE teachers only)
* Direct support from curriculum officers, advisors and the community
* Tune in to the [‘Creative Cast’ podcast](https://feeds.captivate.fm/creative-cast/)
* Contact [CreativeArts7-12@det.nsw.edu.au](mailto:CreativeArts7-12@det.nsw.edu.au)

## References

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Dance 7–10 [Teaching advice (additional): Years 7–10 Working with Aboriginal and Torres Strait Islander content](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/teaching-and-learning) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

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NESA (n.d.) [*Aboriginal and Torres Strait Islander principles and protocols*](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education/aboriginal-and-torres-strait-islander-principles-and-protocols), NESA website, accessed 23 November 2023.

AIATSIS (The Australian Institute of Aboriginal and Torres Strait Islander Studies) (n.d.) [*Map of Indigenous Australia*](https://aiatsis.gov.au/explore/map-indigenous-australia), AIATSIS website, accessed 23 November 2023.

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NSW Aboriginal Education Consultative Group (2023) [*NSW Aboriginal Education Consultative Group*](https://www.aecg.nsw.edu.au/) [website], accessed 23 November 2023

NSW Department of Education (2017) [*School Excellence Framework* [PDF 291 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf), accessed 23 November 2023.

NSW Department of Education (2023) [*Aboriginal education policy and key documents*](https://education.nsw.gov.au/teaching-and-learning/aec/policy-strategy-and-business-systems), NSW Department of Education website, accessed 23 November 2023.

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