

Critical and creative thinking

The process of critical and creative thinking is central to historical inquiry. Students are introduced to sources which, in later stages, will be questioned for their reliability and usefulness. These sources are critically selected and analysed to provide evidence and information in the process of constructing and defending an argument or interpretation. Students explore viewpoints and perspectives in the context of studying history. When investigating the past, sources are incomplete and in this context, both critical and creative modes of thinking are engaged in the construction of an historical explanation using limited evidence. They also provide scope for presenting new and challenging interpretations when difficult or distracting information, newly discovered sources or unsettling recent events contest our familiar understanding of the past and require that this past be reinterpreted.

Ethical understanding

Through a study of History students engage with a range of human behaviours displayed by the people of the past. This provides them with an opportunity to examine and explore the strengths and weaknesses, motives and actions of historical personalities and groups. Such an encounter with different behaviours from the past will enable students to compare and strengthen their own ethical understanding. This ethical process allows them to create a firm perspective and stance on right and wrong conduct.

Information and communication technology capability

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities. Competence in ICT is most evident in historical skills associated with locating, processing and communicating historical information. This includes the use of information technologies to access a growing range of digitised online materials; spreadsheets and databases for analysing evidence and historical trends; digital technologies to create, publish and present their learning; communication technologies, for example wikis and blogs, to enhance students' analytical thinking capabilities in their study of history and online forums and videoconferencing to discuss and debate ideas.

Intercultural understanding

Intercultural understanding forms a vital element of the study of History. Students learn about the perspectives, beliefs and values of people, past and present, and the importance of understanding their own history and the histories of other groups in Australian society, indigenous and non-indigenous. Students engage with issues of intercultural understanding in the context of their own lives as well as previous generations and communities who have created the dynamics of Australian history. Students develop an historical understanding, empathy and experience of the richness and the reasons for Australia's multicultural society and its place in the region and the wider world.

Literacy

History is ideally suited to develop students' literacy skills, including the reading and comprehension of texts, the understanding and use of specific historical language, analysis and use of sources and historical texts, researching and communicating in oral, written and digital forms. These skills will enable students to confidently communicate and to become articulate, thoughtful and responsible individuals, community members and citizens.

Personal and social capability

A study of History enables students to investigate and appreciate the different ways people of the past managed their own lives, their relationships, work, play and learning. Students are encouraged to compare their lives and circumstances with those of earlier individuals and groups and to develop a concern for and appreciation of others in the past and the present as they continue their study of History. Such learning enables students to experience and express the essential historical skill of empathy. Students are encouraged to place themselves in the challenging circumstances of past people and engage with the possibilities which were open to them at the time.

Civics and citizenship

In History students investigate and explore how their own and other societies have organised themselves, and how the ideals and practices of their own democratic society have evolved over time. Students engage with the fundamentals of the nature of community and citizenship and the development of democracy in Australia. A comparison with other civic societies

enriches this knowledge and understanding of civic life. Students examine the changing role of citizens in the context of government systems and institutions as well as political and social life in the past and the present. The long struggle for rights, responsibilities and freedoms forms the focus of studying past people. The later depth studies have a civics and citizenship focus, providing opportunities to examine the living and working conditions of men, women and children during the Industrial Revolution, the trans-Atlantic slave trade, the transportation of convicts to the British colonies in Australia and the struggle within US and Australian history for individual, democratic rights of all peoples: the free settlers, the slaves, the convicts and Australian and American Indigenous peoples.

Difference and diversity

History is well placed to develop students' knowledge and understanding about the difference and diversity amongst peoples of the past and within Australian society. Students learn to identify and empathise with the varying perspectives of individuals and groups over time and attempt to understand the actions, values, attitudes and motives of people from the past. This focus on difference and diversity provides students with the opportunity to explore similarities and differences between today and the past. Such an approach enables students to investigate the circumstances of those whom society has marginalised because of their beliefs, gender, race and socio-economic status. Such inquiries would highlight the impact of colonisation and the struggles for rights and freedoms, revealing the ways diversity contributes to and enriches a deeper sense of community and national identity.

Aboriginal and Torres Strait Islander histories and cultures

The study of History in Australia requires a valued engagement in and celebration of the experiences of Aboriginal and Torres Strait Islander peoples, past and present, as part of the shared history belonging to all Australians. Students examine historical perspectives from Aboriginal and Torres Strait Islander viewpoints. Throughout the study of History, students learn about Aboriginal and Torres Strait Islander peoples, as the world's oldest continuous cultures, prior to colonisation by the British, the ensuing contact and its impact. They will examine the interaction between Aboriginal and Torres Strait Islander peoples and Europeans, with special emphasis on Aboriginal initiatives and responses to key government policies since their earliest contact with British colonists. Students develop an awareness of the significant roles Aboriginal and Torres Strait Islander peoples have played in Australian society and the wider world. This knowledge and understanding will deepen and enable students' capacity to participate in the ongoing development of a just and equitable Australian society that genuinely reconciles with Aboriginal and Torres Strait Islander peoples.

Why have Aboriginal and Torres Strait Islander people's struggled to achieve their rights and freedoms?

Declaration of Indigenous Rights

[http://declaration.humanrights.gov.au/?_utma=1.928648940.1475811677.1477289220.1477369679.4&_utmb=1.1.10.1477369679&_utmc=1&_utmx=-&_utmz=1.1477369679.4.3.utmcsr=google%7Cutmccn=\(organic\)%7Cutmcmd=organic%7Cutmctr=\(not%20provided\)&_utmv=-&_utmk=85750809](http://declaration.humanrights.gov.au/?_utma=1.928648940.1475811677.1477289220.1477369679.4&_utmb=1.1.10.1477369679&_utmc=1&_utmx=-&_utmz=1.1477369679.4.3.utmcsr=google%7Cutmccn=(organic)%7Cutmcmd=organic%7Cutmctr=(not%20provided)&_utmv=-&_utmk=85750809)

[http://www.humanrights.gov.au/sites/default/files/united-nations-declaration-on-the-rights-of-indigenous-peoples-a-manual-for-national-human-rights-institutions-apf-ohchr-2013-1.doc?_utma=1.928648940.1475811677.1475811677.1477285415.2&_utmb=1.4.10.1477285415&_utmc=1&_utmx=-&_utmz=1.1477285415.2.2.utmcsr=google%7Cutmccn=\(organic\)%7Cutmcmd=organic%7Cutmctr=\(not%20provided\)&_utmv=-&_utmk=166451262](http://www.humanrights.gov.au/sites/default/files/united-nations-declaration-on-the-rights-of-indigenous-peoples-a-manual-for-national-human-rights-institutions-apf-ohchr-2013-1.doc?_utma=1.928648940.1475811677.1475811677.1477285415.2&_utmb=1.4.10.1477285415&_utmc=1&_utmx=-&_utmz=1.1477285415.2.2.utmcsr=google%7Cutmccn=(organic)%7Cutmcmd=organic%7Cutmctr=(not%20provided)&_utmv=-&_utmk=166451262)

“Bringing them home” resources

<https://www.humanrights.gov.au/news/videos/bringing-them-home-1997>

<https://www.humanrights.gov.au/convention-rights-child>

ABTSI Children’s Day

Tuesday 4 August 2015

The Australian Human Rights Commission encourages all Australians to celebrate National Aboriginal and Torres Strait Islander Children’s Day by supporting and promoting the rights of all children.

Aboriginal and Torres Strait Islander Social Justice Commissioner, Mick Gooda and National Children’s Commissioner, Megan Mitchell said Children’s Day is an opportunity to reflect on the progress made in advancing the rights of Aboriginal and Torres Strait Islander children. “The theme of this year’s Children’s Day is ‘Little People, Big Futures’. We have seen positive developments in the wellbeing of Aboriginal and Torres Strait Islander children in terms of improved birthweight, preschool attendance and educational attainment, but there is much more we can do to ensure that these children have bigger, brighter futures,” Commissioner Mitchell said.

“All children have the right to be cared for and protected, and live free from violence, but the sad reality is Aboriginal and Torres Strait Islander children continue to face high levels of self-harm and exposure to family violence and lateral violence. We must do more to keep these children safe from harm so that they can grow up healthy and happy.”

Commissioner Gooda said it was vital to address the disproportionate rates of Aboriginal and Torres Strait Islander children entering the care and juvenile justice systems. The incarceration rate for Indigenous children aged 10–17 is 24 times higher than non-Indigenous children.

“We need genuine, long-term partnerships between government and communities, and meaningful engagement with families and young people, to ensure the rights of all children are protected and enhanced,” Commissioner Gooda said.

“Children’s Day provides an opportunity for us to recognise the fundamental rights of our children to grow up in a safe and supportive environment, with a strong connection to culture and community.”

Children’s Day is coordinated by the Secretariat of National Aboriginal and Islander Child Care (SNAICC) and held annually on 4 August.

<http://www.yarrahealing.catholic.edu.au/uploads/fckpg/files/Year%2010%20unitPower%20to%20the%20people.doc>

<http://treatypublic.net/content/little-things-big-things-grow-fighting-indigenous-rights-1920-%E2%80%931970>

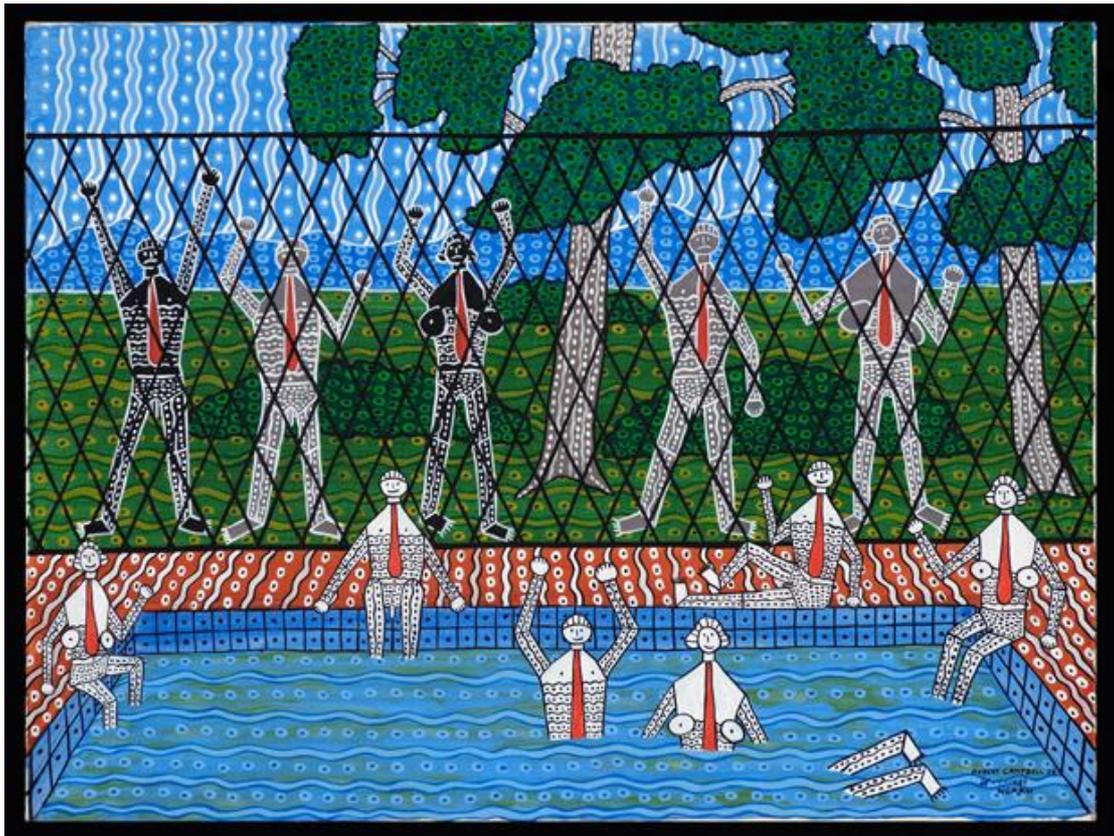
Already have this, worth re-visiting

http://indigenoustrights.net.au/data/assets/pdf_file/0016/393100/Rights-Freedoms-NMA-all-BW.pdf

<http://www.sbs.com.au/nitv/nitv-news/article/2015/03/06/20-inspiring-black-women-who-have-changed-australia>

Brilliant!!! - also has links to other valuable sources

<http://www.australiangeographic.com.au/topics/history-culture/2011/07/how-aboriginal-activism-brought-about-change>



Barred from the baths by Robert Campbell Jr. is part of an exhibition on Aboriginal activism. (c) Michael Myers 2011

A Short History of the Australian Indigenous Resistance 1950 - 1990 by Gary Foley

<http://www.kooriweb.org/foley/resources/pdfs/229.pdf>

<http://lryb.aiatsis.gov.au/activism.html>

NB Little G's Hip Hop "Invasion Day" will have appeal!

<http://www.aiatsis.gov.au/lryb/>