



Preparing for our nine days of learning about wedge-tailed eagles: A preamble for using the WWW! Education Resources

Prepared by Art Education Australia in collaboration with the Bookend Trust

Preamble: This education resource has been developed by Art Education Australia (AEA) in consultation with Australian Aboriginal cultural knowledge holders, scientists, writers, artists and historians, as well as classroom teachers specialising in those topics and learning areas. This suite of education resources describes a range of place-based and inquiry-oriented questions and activities to help foster curiosity, awareness and interest to learn more about the wedge-tailed eagle. While the resources seek to highlight investigative inquiry into and about the Tasmanian sub-species of the wedge-tailed eagle (*Aquila audax fleayi*), we also sought to map starting points for inquiry pathways that teachers further afield may like to pursue as part of their classroom contextualisation. The content of this education resource centres around the [citizen science Classroom Expedition project *Where? Where? Wedgie!*](#)

The *Where? Where? Wedgie!* project has been running since 2018, with regular reviews and updates being made to the suite of available education resources in the years since. This suite of education resources covers nine days of preparatory materials for the wedge-tailed eagle surveys occurring in Tasmania on Friday to Sunday every mid- and end-May. AEA's suite of education resources have been developed to complement, expand and extend the existing suite of STEM resources that have been developed for past iterations of the *Where? Where? Wedgie!* project. The resources also include some examples of beautiful artworks from Tasmanian artists Sebastian Galloway and Katherine Cooper, who have kindly permitted us to feature and link to their raptor artwork.

This year's *Where? Where? Wedgie!* resources point to a range of freely available web-based materials that incorporate richly integrated content and inquiry pertaining to [Australian Curriculum \(Version 9.0\)](#) Science, HASS, English, Technologies and Visual Arts. Connections to content and their associated activities provide opportunities to develop skills, knowledge and understandings described in the Years 3-4 Achievement Standards for Science, HASS, English, Technologies and Visual Arts:

- *Students pose questions to explore patterns and relationships and make predictions based on observations. They follow instructions to record and sort their observations and share them with others (AC V9.0: **Science**).*
- *They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts (AC V9.0: **English**).*
- *Students propose considered actions or responses. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity (AC: V9.0: **HASS**).*
- *Students plan and sequence steps and use technologies and techniques to safely produce designed solutions (AC V9.0: **Technologies**).*
- *Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning (AC V9.0: **Visual Arts**).*



Furthermore, opportunities to make and respond using visual arts knowledge, understanding and skills within [Victorian Curriculum Visual Arts](#) in Year 3 and Year 4 are highlighted:

- *Students plan and make artworks that are inspired by artworks they experience. They use materials, visual conventions, techniques and processes to express their ideas in artwork (Victorian Curriculum: Visual Arts).*

While the curriculum mapping centres around grades 3 /4, the content and inquiry questions can be adapted at the discretion of the teacher to cater for younger and older grades and individual learning needs and preferences.

When using these resources, please consider substituting more suitable place-based resources that can be used in place of content and information described. We encourage teachers to further contextualise these resources to draw in place-based perspectives, practices, histories and opportunities unique to your teaching context and community.

We believe that Inquiry Based Learning practices and processes are as great for teachers as they are for students. In addition to indicating a range of possible directions for students to explore, this year's iteration of these education resources can be used as a catalyst for teachers to identify and pursue their own pedagogical inquiries and professional learning opportunities. With this in mind, the *Where? Where? Wedgie!* education resources have been developed with consideration of supporting teachers to engage with the following standards from the [Australian Professional Standards for Teachers](#) ([Australian Institute for Teaching and School Leadership](#) [AITSL], 2017):

Standard 1. Professional Knowledge (Know students and how they learn):

- *1.5 Differentiate teaching to meet the specific learning needs for students across the full range of abilities*

Standard 2. Professional Knowledge (Know the content and how to teach it)

- *2.3 Curriculum, assessment and reporting*
- *2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians*

Standard 3. Professional Practice (Plan for and implement effective teaching and learning)

- *3.3 Use teaching strategies*
- *3.4 Select and use resources*

Standard 7. Professional Engagement (Engage professionally with colleagues, parents/carers and the community):

- *7.4 Engage with Professional teaching networks and broader communities*

Links to a range of freely available, highly regarded and widely used Inquiry Based teaching and learning tools are embedded across the documents, specifically Kath Murdoch's 'Cycle of Inquiry' resources. For example, you may notice that we adopt the Cycle of Inquiry terminology: Tune In, Find Out, Sort Out, Go Further, Reflect and Act throughout. Places and opportunities for teachers to learn more about these tools are elaborated upon in the '**Further research/resources**' section at the end of each of the nine education resource PDFs.



Below is an overview of the nine *Where? Where? Wedgie!* introductory video resources that have been developed by Dr Clare Hawkins and Dr James Pay. The content, questions and activities described in these education resources align the topics of these nine videos with learning opportunities drawn from the three dimensions of the Australian Curriculum (Learning Areas, Cross Curriculum Priorities, General Capabilities).

Establishing prior knowledge: What do you know and how can we learn about the wedge-tailed eagle?

Video 1: Introducing the *Where? Where? Wedgie!* project and Dr Clare and Dr James (2:06)

Video 2: Tasmanian birds (4:47) [bird species/terminology]

Video 3: Raptors (7:25) [big eyes, big beaks, talons – diurnal species]

Video 4: Raptor biology (5:42) [body, features, skeleton]

Video 5: Life cycle of the wedge-tailed eagle (5:07) [12 weeks as large as the parent/period of dependence 5-8 months, possibly longer – 3 eagles flying around; eagle territories – take 3-5 years to find their own territory]

Video 6: Threats – Part 1 (5:58) [collisions – wind turbines, fences, powerlines/electrocution, cars; poisoning (lead shot); flappers being placed on powerlines, slowing or stopping turbines when eagles are in proximity; removing roadkill promptly; using alternatives to poisoning; loss of habitat]

Video 7: Threats – Part 2 (6:02) [nest – eagles are sensitive to disturbance; helicopters + drones particularly problematic; June – Feb time when eagles are nesting; eagles are more frightened of us, particularly when they are nesting]

Videos 8 & 9: Survey time! (7:14); (3:51)