

The Orb → Layers of Time → Tunnerminnerwait → The Story of Tunnerminnerwait → Ian McFarlane

Video Transcript

Ian McFarlane

00:00:02

I'm Ian McFarlane, we're at my home on Table Cape, which was the place where the *Tommeginne* tribe lived.

00:00:08

The road at the front of my house, Tollymore Road, used to be the Aboriginal track where the *Tommeginne* people used to go to Circular Head and then on to Robbins Island.

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Later became the Van Diemen's Land Company track, and now it's Tollymore Road.

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So it's a regular Aboriginal thoroughfare, just out the front.

00:00:26

I did my doctorate in Aboriginal history and my honours degree in regional history and I had to do a thesis.

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So you look for an area where nobody's been before, and of course I picked the North West region because that's where I live.

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And I thought I would start at the beginning, which is the Aboriginal story, and nobody had done that before, so it was a good topic.

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I decided to not do a biography as such, but I wanted to use an Aboriginal like *Pevay* or *Tunnerminnerwait* as a subject because he lived through almost all the important experiences in contact history.

00:01:00

Not just in this region, but right through Tasmania, Swan Island, Flinders Island and of course later Port Phillip.

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And he also met most of the important people at that time.

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Edward Curr, the manager of the Van Diemen's Land Company, Robinson with the Friendly Mission, he was with him nearly 11 years, all the Aborigines, *Woorady*, *Truganini*, *Mannalargenna*, *Umarrah*.

00:01:22

So he was a good agent, if you like, to sort of bring all this together, as a continuous story.

So it wasn't really a biography, it was trying to see that portion of history through his eyes and his experiences.



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[The Orb](#) → [Layers of Time](#) → [Tunnerminnerwait](#) → [The Story of Tunnerminnerwait](#) → [VDL Company](#)

Video Transcript

Ian McFarlane

00:00:03

Basically, there were two company rivals in Australia.

00:00:05

There was Agricultural Company in New South Wales with Macarthur and the Van Diemen's Land Company in the North West of Tasmania.

00:00:12

Dawson, the manager of the Agricultural Company incorporated Aborigines into his company activities and actually protected them.

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Edward Curr, who was the manager of the VDL company, I think he basically tried to shoot Aborigines wherever he could.

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However, his court of directors in London kept writing to him to try and get him to follow Dawson's example and make friends with the Aborigines.

00:00:36

So as a token, a token to all of this, he basically took in *Pevay* or *Tunnerminnerwait*, called him Thursday.

00:00:44

I don't know if that's when they got him or some reference to Robinson Crusoe's Man Friday I'm never sure.

00:00:51

Had him for a while, and then got bored with him and got rid of him.

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But from *Pevay's* point of view, he learnt to speak English very quickly and also learnt European habits and manners, he knew how to handle himself.

The Orb → Layers of Time → Tunnerminnerwait → The Story of Tunnerminnerwait → Joining Robinson

Video Transcript

Ian McFarlane

00:00:01

So in 1830, when Robinson came into Circular Head on the first mission, he was keen to get *Pevay* along with his mission because he spoke English, he understood European manners and because of the different languages in Tasmania, Robinson needed this collection of Aborigines with him to keep translating.

00:00:20

Because although the Aborigines would speak the language of the group on each side of their tribal territories, once you leapfrog over one, they couldn't.

00:00:27

And of course, the tribal system was being totally destroyed by then, by the VDL Company.

00:00:32

So *Pevay* really had very few options except to join with Robinson.



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The Orb → Layers of Time → Tunnerminnerwait → The Story of Tunnerminnerwait → Swan Island

Video Transcript

Ian McFarlane

00:00:00

So he went on the first mission, he did try to escape near Port Sorell, but there was a renegade group of Aborigines led by a woman called *Walyer* who was actually a *Tommeginne* from Table Cape, who tried to get him.

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So unfortunately he had to give himself up to preserve himself and landed in Launceston jail.

00:00:19

So when Robinson finally got there - the Black Line was on at that time - he bailed him out, and he went to Swan Island with a group of Aborigines that were giving themselves up, who had been intimidated by the Black Line.

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And it was on Swan Island that *Mannalargenna* came across and surrendered himself because to get away from the soldiers, I guess.

00:00:40

And that's when *Pevay* would have met him.



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[The Orb](#) → [Layers of Time](#) → [Tunnerminnerwait](#) → [The Story of Tunnerminnerwait](#) → [Challenging Robinson](#)

Video Transcript

Ian McFarlane

00:00:01

Robinson's always trying of course to destroy Aboriginal religion.

00:00:03

He's a catechist, he's trying to convert them.

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And you can see in Robinson's journals that *Pevay* always answers back, and says, no that's not what we believe.

00:00:11

He's always challenging Robinson, he's not accepting that.

00:00:15

I think that defiance and that self-confidence comes through.

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If you trace the history of the Friendly Mission, you can see as it went along, you can see that the Aborigines there were getting more and more disenchanted with Robinson.

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At first I think they probably thought he was - and he said he was - the best chance for Aborigines to look after them and protect them.

00:00:38

But particularly when they saw what was happening on Flinders Island, and they were dying in droves, he could see little things like they would - go on a camping expedition where they'd all get food and share it, and Robinson was complaining that the Mission Aborigines were getting their food, cooking it, eating it, and not giving him a thing.

00:00:57

You can see them starting to drift apart.

The Orb → Layers of Time → Tunnerminnerwait → The Story of Tunnerminnerwait → Port Phillip

Video Transcript

Ian McFarlane

00:00:00

He then went to Flinders Island with Robinson for four years, for all the nastiness at Wybalenna, and he met his future wife Fanny, who was the sister of *Umarrah* there.

00:00:12

And then he accompanied Robinson and a small group of the Friendly Mission to Port Phillip.

00:00:17

And he was in Port Phillip for three years and was during that time he broke away from the colonists and the settled districts with *Truganini*.

00:00:25

A friend of his *Timme* who was a Northeast man, his wife and another Aboriginal lady Matilda.



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The Orb → Layers of Time → Tunnerminnerwait → The Story of Tunnerminnerwait → Guerilla Warfare

Video Transcript

Ian McFarlane

00:00:03

Basically you have to call it guerrilla warfare.

They were raiding settlers' houses, and what was interesting, they were amassing a lot of weapons and storing them, even bullet moulds.

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So they were preparing for something in the future.

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And something often overlooked, I think, what was really important at that time, they had a lot of money they took from these places and they burnt it.

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I think that was very symbolic, it was really cutting any ties of ever being part of Western civilization.



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The Orb → Layers of Time → Tunnerminnerwait → The Story of Tunnerminnerwait → Capture

Video Transcript

Ian McFarlane

00:00:02

He eventually got caught.

00:00:04

He was tried by Justice Willis, and he was very well defended by a young barrister from Ireland, Redmond Barry, who later became the judge in the Ned Kelly trial.

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So *Pevay* had a lot of experiences for a young man and met a lot of people.

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And eventually in 1842, him and *Timme* were the first two people publicly hung at Port Phillip.

00:00:26

That was the end of his story I'm afraid.



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The Orb → Layers of Time → Tunnerminnerwait → The Story of Tunnerminnerwait → The Trial

Video Transcript

Ian McFarlane

00:00:00

There's no doubt that *Pevay* and *Timme* both went out of their way to get the women off the hook, to take the blame themselves.

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I've gone through Willis's notebooks from the trial, he was quite sympathetic, you could see that.

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Of course Robinson's doing his best to get them home because he had a grievance against *Pevay*, and so it was a pretty nasty trial.

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The jury recommended mercy, the problem for them was timing.

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Governor Gibbs had just had the Myall Creek massacre, and he just hung Europeans for killing Aborigines.

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So all of a sudden there's a plea for mercy not to hang an Aborigine for killing Europeans, and politically, he couldn't do it.

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He was under so much flak in New South Wales.

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So the timing was just atrocious for them.



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The Orb → Layers of Time → Tunnerminnerwait → The Story of Tunnerminnerwait → On the Gallows

Video Transcript

Ian McFarlane

00:00:01

Timme's not as self-confident.

I think he was captured earlier, he'd been with the missions longer and I think he'd been demoralised to a great extent.

00:00:09

He'd just lost his wife too, with flu, on Flinders Island, so I think he was pretty dispirited too by the time he got to Port Phillip.

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And you can pick that up when they were hung, *Timme* was frightened and he more or less went to pieces on the gallows, he was really dispirited.

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While Pevay was quite proud, he sort of danced up the gallows and he said, 'I'll be hunting kangaroo with my father on Robbin's Island this afternoon', because they believed in reincarnation.

00:00:37

So he's very strong in his culture and his belief systems.



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The Orb → Layers of Time → Tunnerminnerwait → The Learning Outcomes → Characteristics

Video Transcript

- Farrah**
00:00:00 I reckon he would have been a very kind and funny man to meet, a character.
- Camilla Woolley**
00:00:05 I think we would have been great friends.
- Cody**
00:00:07 He stood up for what he thought was right.
- Camilla Woolley**
00:00:10 He looks like he has a great deal of character.
00:00:12 Obviously, he was strong, he was brave, he was stoic.
- Sarah**
00:00:16 I sort of see him as someone who would sacrifice a lot to look after the people he cared about, and he'd give up anything to make sure they were safe.
- Cody**
00:00:26 I think that today we need to take on more characteristics or qualities of *Tunnerminnerwait*.
- Camilla Woolley**
00:00:31 Yeah, I think he would have been a really nice bloke.
- Farrah**
00:00:33 I would have loved to meet him.
00:00:36 It's a shame that I'll never get to, but I can kind of meet him through his stories, so I'm thankful that we still have a record of that.

Dione Parker

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00:00:48

00:00:56

History is about interpretation.

It is about sources and interpreting those sources and being true to those sources, but having the right to be participating in it.

It really empowers the students because they understand that history is not done to them, they are creating the history.



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The Orb → Layers of Time → Tunnerminnerwait → The Learning Outcomes → Documentary Experience

Video Transcript

Sarah
00:00:00 I didn't really want to do it, because it sounded boring, but then I realised it was probably a good thing I was involved because I was enjoying it a lot more than I thought I would.

00:00:07 And being able to learn his story and the process and everything, it was like we were learning so many different things at once, and it was an amazing experience to be able to do that.

Farrah
00:00:17 We've created a documentary about *Tunnerminnerwait*, and it's an important thing for this community to have done, because he's such a role model and we haven't got the opportunity to learn about him before, until now.

00:00:34 And I think it's furthered the community's knowledge as well.

Sarah
00:00:38 His whole story could take an hour, but we had to find the key points and the most important parts of his story to put into the documentary.

00:00:45 The most important thing I found was that he was born so locally, and I guess that's why it was so important to us pretty well.

Cody
00:00:52 I think it has affected our community, especially when we premiered it, all the community members and stuff that came to it that they did actually get a shock of how important and significant his role played back in the 1800s.

00:01:05 That it was important, and learning about it is kind of a crucial part of history that we should learn more about, because hiding it or not learning about it doesn't do any of us any good.

The Orb → Layers of Time → Tunnerminnerwait → The Learning Outcomes → New Awareness

Video Transcript

Camilla Woolley

00:00:00

Being on the project has inspired me to find out my own story as well, so I now have my dad's family history.

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I always probably knew I had a little bit of Aboriginal in me, but prior to starting the project, it probably wasn't something I really thought about.

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All I knew was *Truganini* was the last full blooded Tasmanian Aboriginal.

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So it's nice to now know another story.

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The things they had to go through and the things they would have seen, the things they would have suffered, and the fact that they survived for as long as they did is really amazing to me.

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They probably lived here quite happily for a long time, and then all of a sudden out of nowhere came these people who took everything that they ever knew and everything that they ever loved.

00:00:46

And the fact that they fought and fought and fought and probably still continue to fight is really amazing to me.



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The Orb → Layers of Time → Tunnerminnerwait → The Learning Outcomes → Sharing Knowledge

Video Transcript

- Sarah**
00:00:00
00:00:03
- Just being aware of it makes so much of a difference.
- It makes you realise the land has so many stories and histories that no one knows, and that people need to respect the way they had it and the way it was.
- Farah**
00:00:14
- I talk about it with my family a bit and tell them the story of him, because I think they enjoy hearing about it.
- Camilla Woolley**
00:00:22
- I talk to people all the time, especially if Indigenous history comes up in any sort of conversation, I [ask] 'do you know *Tunnerminnerwait*'?
- Farah**
00:00:33
00:00:45
00:00:56
00:00:59
- He definitely is an important historical figure, especially for our town, because he was standing up for his people and he was just trying to get back what was his and do what was right for his own people.
- And it was such a horrible thing to have happened to him, to have his culture taken over like that, and he was so strong and brave to just fight back.
- It's just such an unknown story in Circular Head.
- No one really knows about it, so I'm glad that I've got the knowledge to be able to share his story with other people.
-

The Orb → Layers of Time → Tunnerminnerwait → The Learning Outcomes → Role Model

Video Transcript

Camilla Woolley

00:00:00

I think most people in the classes that I've attended would say that he was a resistance fighter and that he was fighting for his people.

Cody

00:00:07

Personally, I think their actions were justified and they had a good reason.

Sarah

00:00:11

I think he could have found better ways to solve problems, but I think he was an Aboriginal hero.

00:00:16

He was a hero to his tribe and his family.

Farrah

00:00:18

I think he was sick of having his culture taken over, and he was just trying to get back what was his.

Camilla Woolley

00:00:27

It's hard to imagine what he would have been thinking or his reasons behind doing what he did.

Farrah

00:00:33

He just had to go along with this, he'd never seen white people before and they'd just come in and completely taken over their culture.

Camilla Woolley

00:00:40

So I like to think that he absconded and he did what he did to prove a point.

Sarah

00:00:46

If you try and put yourself in his shoes, which is probably impossible, I think it's probably his only thought was protecting his family.

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And to them, he was a hero.

Dione Parker

00:00:55

You wouldn't normally say that someone who's been hanged for murder is a good role model, but I think our students understand perspectives, motivations, why a lot of Aboriginal people felt motivated to do what they did.

00:01:05

They had to protect themselves and their families.

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It's all within the context of that time.

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So it's taught them, yes, he can be a role model, it doesn't matter that he lived 200 years ago.

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He was involved in a process that I guess we're still involved with now, trying to give voice to people who feel powerless.

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And we've always said in this project that it's about reconciliation, and I think our students understand that they can't change that past, it is what it is, yet we can change the future.



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The Orb → Layers of Time → Tunnerminnerwait → The Learning Outcomes → Connection

Video Transcript

- Cody**
00:00:00 You think growing up in a small town that, 'oh yeah no one knows about us, we're not anything special'.
00:00:06 But then when you think of an important historical figure that he grew up right where we're standing, especially that he roamed where we did, and I think that is pretty special.
- Sarah**
00:00:19 They had the land first, it was their home, and we don't know about it.
00:00:24 It's like we live on this land and we know nothing about it.
00:00:26 We have...
we should know the history of the land like our family history.
- Farrah**
00:00:31 I never thought there'd be such an amazing, significant story in our community.
00:00:38 And I think it's been a surprise to lots of other people here as well to know that there was such an amazing person who lived here not that long ago.
- Camilla Woolley**
00:00:46 It's been great to see them now have a connection to Country here and to community because they realise it's important.
00:00:54 And the fact that he's from here has given them a connection.
00:00:56 So it's great to be able to watch them learn and know that they will tell future generations the story.

Cody

00:01:05

He came from a small community and it shows that living in a small community doesn't reduce opportunities, I guess.

00:01:11

That you can proceed into the future with high dreams and expectations.



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The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Local History

Video Transcript

Tim Dunham

00:00:00

The *Tunnerminnerwait* Project that we've been involved in is a collaboration between us, the Circular Head Council, Big hART and the Circular Head Aboriginal Corporation, to have students do some learning about our local history and share that story to a broader audience.

Camilla Woolley

00:00:15

I had no idea about *Tunnerminnerwait*, I had no idea about the project.

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I just came along and was like, this is something I could really get my teeth into.

Ian McFarlane

00:00:22

They actually did a project on Pevay or Tunnerminnerwait to reconstruct his story and also identify places in their landscape which are relevant to the story, and I think that's really important.

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It's something regional history does, as a German historian said, 'It imbues the landscape with meaning'.

Sarah

00:00:41

He was a local to the area, and he lived where we pretty well live and no one knows his story.

Farrah

00:00:48

And I think it's been a surprise to lots of other people here as well, to know that there was such an amazing person who lived here not that long ago.

Cody

00:00:56

We're living where he lived and wherever he walks, that's where we've walked, and it's pretty mindblowing, I guess.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Extended Learning

Video Transcript

Dione Parker

00:00:01

We could see the connection that this would have from a History and English Australian Curriculum point of view, particularly the English/History Option Groups.

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We felt that those students choose that option to extend their learning, so we made it a term three project last year that sort of moved into term four as we went to Melbourne and visited the sites; the Old Melbourne Gaol and the Queen Victoria Markets.

Tim Dunham

00:00:26

The culmination of that last year was that we produced some signage, which is at Green Point, Marrawah.

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And that signage was unveiled on the 20th of January this year, which commemorates the 175th anniversary of the hanging of *Tunnerminnerwait* in what is now Melbourne.



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The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Learning Partners

Video Transcript

Dione Parker

00:00:00

We felt that it was really crucial that we had certain stakeholders involved with the sign project.

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So in particular, Dr Ian McFarlane, having done the research on the North West tribes and produced work around that.

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So he became one of our critical learning partners, as did Rob Saltmarsh, he became one of our great information sources.

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So over time, those two gentlemen have been dropping in and dropping out of our projects to make sure that our history is on track and accurate.

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We then partnered with CHAC, because we have already connections to CHAC on other levels and other programs, so Di and her team, particularly Camilla Woolley, came on board and learnt with us.

Camilla Woolley

00:00:45

Basically my learning occurred in the classroom alongside the students, and alongside Dr Ian McFarlane, Rob Saltmarsh, Tim and Dione.

Dione Parker

00:00:54

Because it was about a journey for all of us, the students, us as teachers at the High School and the community members.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Evidence

Video Transcript

Ian McFarlane

00:00:00

One of the well-known benefits of studying history is that you can learn from the mistakes of the past, that only holds true if your history is accurate.

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Something these kids picked up was the importance of evidence-based, accurate history.

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They took that on board, and they understood that very quickly and that really pleased me.

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So they're quite meticulous and questioning on their research.

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And the other interesting thing with that project was the role of the Circular Head Aboriginal Community.

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They not only supported it, but a couple of their members basically became part of the whole project, sat there with with the kids and worked with them.

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They're very cooperative and very inclusive.

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And so they ended up with a good project.

That story's told, and then they did the artwork and they did the stories and it's publicly available at Marrawah.

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So they've made a good contribution I think, to the community.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Shared History

Video Transcript

Tim Dunham

00:00:00

I feel sometimes the sheer broadness of history as a subject can unnerve students a little bit, and they find it a little bit hard sometimes to join all the dots of history and link it to the present.

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Whereas what we've found is to start with your local history, focus on why it's important, focus on how it shapes your community.

Dione Parker

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So this is why we chose *Tunnerminnerwait*, because in a school education context, and the year groups that we're working with, it's like the hook that gets them in to then help us tell that wider story.

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It's about feeling like they have a role in making history rather than feeling like it's being done to them.

Ian McFarlane

00:00:36

They've also learnt about their own landscape, and hopefully that they've learned that the history of the landscape belongs to the people who live there.

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You can't separate people off and say, 'this is blackfella history or whitefella history' or whatever.

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Just as if you're in England, the shared history of the Romans, the Vikings, the Normans, the Saxons belongs to everybody.

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So the inclusive nature has been good and it's shared.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Digital Platform

Video Transcript

Dione Parker

00:00:00

In my role as a literacy coach, I could see some natural links beyond this English/History Option Group.

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So I wanted to make sure there was some of this work embedded in an English unit that we teach in year 9 called Heroes and Villains, which has a big focus on Ned Kelly.

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And we wanted the students to also hear the *Tunnerminnerwait* story to then extend that knowledge and that learning outwards.

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We realised in doing that work that the students weren't really engaging with it because it was all text based, written text.

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And we knew that if we had an audio visual text, it would be the hook.

Tim Dunham

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So we felt very strongly that a digital platform such as a documentary would be the way to go.

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So we then explained to Big hART what we'd been doing, and there was some more funding allocated in which we've produced a documentary this year about not only *Tunnerminnerwait* and the historical significance of that, but also for students to connect to their local history and their own stories.

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So we all learnt together and I think the documentary and producing the signage was a great platform for them to show their understanding, and at times it probably felt a little bit too big and broad for them.

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But to their credit, they kept going and in the end got the documentary produced on time.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Legacy

Video Transcript

Dione Parker

00:00:00

Out of that desire to have a learning resource, it evolved into this bigger project of upskilling Indigenous and non-Indigenous students in learning about creating a documentary, using cameras, being on locations, - writing scripts, doing the background research.

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But it also embedded an opportunity for us to have the group that worked on the project last year to be those who were creating the legacy for a new group.

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So they came in at different points and actually taught the new group of students about what they learnt last year.

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And so now we have a resource that we can use within our school and our programs and not just the English programs, but the year 9 History Australian Curriculum lends itself very nicely to this work.

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So we're hoping it can be included in those classrooms as well.

Tim Dunham

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I think it was an empowering experience for them.

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You had students who at the start were very reluctant to get in front of a camera, were very reluctant to tell their own story.

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So part of the learning and I think some of the skills they learnt were around their own self-confidence as well.

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They genuinely understand the power of telling stories and the importance of telling members of the community that probably haven't been exposed to this history before, that it's important.

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So not only have they enjoyed being part of the project, but they see that it's important and significant and the work that they've done is meaningful.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Past, Present, Future

Video Transcript

Dione Parker

00:00:00

With the highest percentage of Indigenous students in our school in the state, it's really incumbent on us that we do these projects, that we invite Indigenous and non-Indigenous students into this process.

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And the aim is that we're rolling it out to a wider audience, and we have more students involved in understanding this history and telling this history.

Camilla Woolley

00:00:21

I think it's amazing that the story has been discovered.

00:00:24

I think it's amazing that the students here at the high school and Tim and Dione had the initiative to research it and put it out there.

00:00:33

I've enjoyed watching the students learn and grow and have the confidence now to be able to tell people the story themselves.

Dione Parker

00:00:40

At the moment, we have a core group who see this as really essential knowledge for them.

00:00:45

And I think that gets reflected in how they talk about it, and just the general confidence they have to understand their local history and the outward connections that has, shows that it's not just about the past, but it's about the present and the future.

Camilla Woolley

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I feel like it's a great, great thing and I feel that if other stories are uncovered from this story, then that's awesome as well.

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Me personally, it's probably given me a whole different respect for Tasmanian Aboriginal [people] and their history, and also sparked my interest in my own history as well.

Ian McFarlane

00:01:19

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So there's no reason why no other school in any other region can't do exactly the same.



Aboriginal Education

Department of Education Tasmania

knowledge | learning | empowerment



The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Extended Learning

Video Transcript

Dione Parker

00:00:01

We could see the connection that this would have from a History and English Australian Curriculum point of view, particularly the English/History Option Groups.

00:00:10

We felt that those students choose that option to extend their learning, so we made it a term three project last year that sort of moved into term four as we went to Melbourne and visited the sites; the Old Melbourne Gaol and the Queen Victoria Markets.

Tim Dunham

00:00:26

The culmination of that last year was that we produced some signage, which is at Green Point, Marrawah.

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And that signage was unveiled on the 20th of January this year, which commemorates the 175th anniversary of the hanging of *Tunnerminnerwait* in what is now Melbourne.



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The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Learning Partners

Video Transcript

Dione Parker

00:00:00

We felt that it was really crucial that we had certain stakeholders involved with the sign project.

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So in particular, Dr Ian McFarlane, having done the research on the North West tribes and produced work around that.

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So he became one of our critical learning partners, as did Rob Saltmarsh, he became one of our great information sources.

00:00:21

So over time, those two gentlemen have been dropping in and dropping out of our projects to make sure that our history is on track and accurate.

00:00:32

We then partnered with CHAC, because we have already connections to CHAC on other levels and other programs, so Di and her team, particularly Camilla Woolley, came on board and learnt with us.

Camilla Woolley

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Basically my learning occurred in the classroom alongside the students, and alongside Dr Ian McFarlane, Rob Saltmarsh, Tim and Dione.

Dione Parker

00:00:54

Because it was about a journey for all of us, the students, us as teachers at the High School and the community members.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Evidence

Video Transcript

Ian McFarlane

00:00:00

One of the well-known benefits of studying history is that you can learn from the mistakes of the past, that only holds true if your history is accurate.

00:00:08

Something these kids picked up was the importance of evidence-based, accurate history.

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They took that on board, and they understood that very quickly and that really pleased me.

00:00:17

So they're quite meticulous and questioning on their research.

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And the other interesting thing with that project was the role of the Circular Head Aboriginal Community.

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They not only supported it, but a couple of their members basically became part of the whole project, sat there with with the kids and worked with them.

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They're very cooperative and very inclusive.

00:00:37

And so they ended up with a good project.

That story's told, and then they did the artwork and they did the stories and it's publicly available at Marrawah.

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So they've made a good contribution I think, to the community.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Shared History

Video Transcript

Tim Dunham

00:00:00

I feel sometimes the sheer broadness of history as a subject can unnerve students a little bit, and they find it a little bit hard sometimes to join all the dots of history and link it to the present.

00:00:12

Whereas what we've found is to start with your local history, focus on why it's important, focus on how it shapes your community.

Dione Parker

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So this is why we chose *Tunnerminnerwait*, because in a school education context, and the year groups that we're working with, it's like the hook that gets them in to then help us tell that wider story.

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It's about feeling like they have a role in making history rather than feeling like it's being done to them.

Ian McFarlane

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They've also learnt about their own landscape, and hopefully that they've learned that the history of the landscape belongs to the people who live there.

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You can't separate people off and say, 'this is blackfella history or whitefella history' or whatever.

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Just as if you're in England, the shared history of the Romans, the Vikings, the Normans, the Saxons belongs to everybody.

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So the inclusive nature has been good and it's shared.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Digital Platform

Video Transcript

Dione Parker

00:00:00

In my role as a literacy coach, I could see some natural links beyond this English/History Option Group.

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So I wanted to make sure there was some of this work embedded in an English unit that we teach in year 9 called Heroes and Villains, which has a big focus on Ned Kelly.

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And we wanted the students to also hear the *Tunnerminnerwait* story to then extend that knowledge and that learning outwards.

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We realised in doing that work that the students weren't really engaging with it because it was all text based, written text.

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And we knew that if we had an audio visual text, it would be the hook.

Tim Dunham

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So we felt very strongly that a digital platform such as a documentary would be the way to go.

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So we then explained to Big hART what we'd been doing, and there was some more funding allocated in which we've produced a documentary this year about not only *Tunnerminnerwait* and the historical significance of that, but also for students to connect to their local history and their own stories.

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So we all learnt together and I think the documentary and producing the signage was a great platform for them to show their understanding, and at times it probably felt a little bit too big and broad for them.

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But to their credit, they kept going and in the end got the documentary produced on time.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Legacy

Video Transcript

Dione Parker

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Out of that desire to have a learning resource, it evolved into this bigger project of upskilling Indigenous and non-Indigenous students in learning about creating a documentary, using cameras, being on locations, - writing scripts, doing the background research.

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But it also embedded an opportunity for us to have the group that worked on the project last year to be those who were creating the legacy for a new group.

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So they came in at different points and actually taught the new group of students about what they learnt last year.

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And so now we have a resource that we can use within our school and our programs and not just the English programs, but the year 9 History Australian Curriculum lends itself very nicely to this work.

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So we're hoping it can be included in those classrooms as well.

Tim Dunham

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I think it was an empowering experience for them.

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You had students who at the start were very reluctant to get in front of a camera, were very reluctant to tell their own story.

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So part of the learning and I think some of the skills they learnt were around their own self-confidence as well.

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They genuinely understand the power of telling stories and the importance of telling members of the community that probably haven't been exposed to this history before, that it's important.

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So not only have they enjoyed being part of the project, but they see that it's important and significant and the work that they've done is meaningful.

The Orb → Layers of Time → Tunnerminnerwait → Planning a Project → Past, Present, Future

Video Transcript

Dione Parker

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With the highest percentage of Indigenous students in our school in the state, it's really incumbent on us that we do these projects, that we invite Indigenous and non-Indigenous students into this process.

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And the aim is that we're rolling it out to a wider audience, and we have more students involved in understanding this history and telling this history.

Camilla Woolley

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I think it's amazing that the story has been discovered.

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I think it's amazing that the students here at the high school and Tim and Dione had the initiative to research it and put it out there.

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I've enjoyed watching the students learn and grow and have the confidence now to be able to tell people the story themselves.

Dione Parker

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At the moment, we have a core group who see this as really essential knowledge for them.

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And I think that gets reflected in how they talk about it, and just the general confidence they have to understand their local history and the outward connections that has, shows that it's not just about the past, but it's about the present and the future.

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