



NORTHERN TERRITORY POLICE
STATUTORY DECLARATION



PROMIS No.:	IJIS Case:	Date: 11/08/2022
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STATEMENT OF:					
Name of Witness:	Matthew Allen				
Date of birth:	[REDACTED]	Place of birth:	Known to police	Age:	44
Occupation:	Police Officer				
Home address:	Known to police				
	Phone:		Mobile:		Fax:
	Email:				
Postal address:	[REDACTED], Winnellie, NT, 0821				
Work address:	Peter McAulay Centre, 814 McMillians Road, Berrimah, NT				
	Phone:		Mobile:	04 [REDACTED]	Fax:
	Email:				
Subject of statement:	Operation Charwell - Cultural Awareness Training - Police College				

POLICE OFFICER TAKING STATEMENT:					
Name of Police officer:	**own statement	Rank:		Reg. No.:	
Station:		Phone:			

SUMMARY OF EVIDENCE:
Cultural Awareness Training - Police College

DATES UNAVAILABLE:
5 September 2022 to 23 September 2022
7 November 2022 to 11 November 2022

THE NORTHERN TERRITORY OF AUSTRALIA
OATHS, AFFIDAVITS AND DECLARATIONS ACT

STATUTORY DECLARATION

I, Matthew Allen, of an address known to police, do solemnly and sincerely declare that:

1. I am a Sergeant of Police currently attached to Induction at the Northern Territory Police (NT Police) College. I commenced this role on 15 March 2021. I am currently the Course Coordinator for Squad 149 which commenced on 25 July 2022.
2. In early July 2021 I worked alongside Learning Development Officer Marco Grandi to develop a 3-day cultural awareness training package for police recruits under the direction of Superintendent Christopher Board. Retired Librarian Claire Nield was also involved in this process at various times. The current 3-day package for recruits at the NT Police College has been largely consistent from August 2021 to August 2022.
3. The Cultural Awareness Program initially commences with an assignment and presentation task provided well in advance of the actual classroom program. This task is generally provided at the start of the recruit's time in the college and is submitted just prior to their graduation.
4. In addition to relevant paperwork provided to the recruits, I assist them by providing an instructional presentation in relation to Project 2030 with a particular emphasis on the Northern Territory Police Force's vision, mission and 'Our Community' pillar. I explain our Strategic Direction in simple terms. For example, what is expected of them and why they have joined the NT Police? I emphasise a continual theme of how beneficial and important cultural awareness training and community engagement is to policing in the Northern Territory.
5. Just prior to my arrival at the NT Police College all classrooms within the training environment were named based on indigenous languages as follows:
 - 5.1 Multi-Purpose Facility – **Larrakia** – Top End region;
 - 5.2 Classrooms 1 and 2 - **Pintupi-Luritja** – Central Desert;
 - 5.3 Classroom 3 – **Burarra** – Arnhem Land;
 - 5.4 Classroom 4 – **Kunwinjku** – Arnhem Land;


Declarant ✓


Commissioner for Oaths (NT)

- 5.5 Classrooms 5 & 6 – **Kriol** – Territory wide;
 - 5.6 Classroom 7 – **Walpiri** – Barkly;
 - 5.7 Classroom 8 – **Arernte** – Central Australia;
 - 5.8 Computer Classroom upstairs – **Warumungu** – Barkly;
 - 5.9 Computer Classroom Annexure – **Alyawarr**, Central Australia;
 - 5.10 Classroom 1, West Wing – **Murrinh-Patha** – Victoria Daly;
 - 5.11 Classroom 2, West Wing – **Tiwi** – Tiwi Islands;
 - 5.12 Meggit Room Classroom, SOC – **Anindilyakwa** - Groote Eylandt;
 - 5.13 Specialist Training Room, SOC – **Gurindji** – Victoria Daly; and
 - 5.14 Brand new for Squad 149 – **Yanyuwa** – Sir Edward Pellow Group (Gulf of Carpentaria).
6. Attached to this statement marked attached MGA-01 are further details in relation to the indigenous classroom names and regions.
 7. Based on the abovementioned indigenous names, each group (ranging from 2 to 4 recruits depending on squad numbers) are allocated a particular indigenous language to research. As a result of this research, the group submit a written assignment and verbal presentation covering a number of questions. Once they complete these two requirements, they are also required to submit a written self-reflection about their experience and future application of their learnings as police officers. A copy of this task and accompanying material is attached to my statement marked attachment MGA-02.
 8. This instructional presentation ideally follows on from a cultural awareness presentation by Jeanneen McLennan from Larrakia Nation, delivered to recruits during their first week of training.
 9. Day 1 of the Cultural Awareness Program commences with the first morning run by the Community Resilience and Engagement Command (CREC) which involves educating the recruits about the roles and responsibilities of the CREC and Aboriginal Liaison Officers (ALO). The Aboriginal Interpreter Service (AIS) then conducts a presentation and workshop with the recruits. The afternoon session has involved a two hour presentation from the Multicultural Council of the Northern Territory by the President of the Multicultural Council of the Northern Territory, Doctor Edwin Joseph. The most recent presentation was conducted to recruits from Squad 146 on 4 August 2022.
 10. Day 2 is hosted entirely by Jason or Phillip Elsegood from Cross Cultural Consultants where they deliver their full-day package.

Declarant

Commissioner for Oaths (NT)

11. Day 3 commences with a panel of indigenous NT Police officers who share their policing experiences, generate discussions on a range of topics and answer questions. This session is facilitated by myself or other Course Coordinators and runs between 8am and 10am. At 10:45am the Northern Land Council (NLC), including some traditional owners and rangers attend and provide a presentation to recruits until 12pm. The recruits then cook a BBQ for their colleagues, NLC, indigenous panel, college management and other staff who are all invited to be present for the recruit presentations. A group photo is obtained and shared with relevant internal media and the NLC. The afternoon session involves all recruits providing their presentations to their colleagues and invited guests in the formal environment of the college theatre. Such presentations also involve questions and discussions facilitated by myself or other course coordinators.
12. On 29 June 2021 I officially approached Constable 1/C Brad Wallace (Constable Wallace) and his management at Alice Springs Police Station for him to travel to Darwin between Monday 9 August 2021 and Wednesday 11 August 2021 as I was aware he was a suitable subject matter expert that could present to 51 recruits from Squad 142. The primary purpose of the trip was for Constable Wallace to be involved in the panel discussions with the squad on day 3 and also provide a presentation to them. The panel was to be made up of a group of experienced indigenous NT Police officers.
13. Due to distance and travel expenses, my recommendation was for Constable Wallace to stay for the 3 days to engage with the recruits and also add value to classroom sessions and discussions. There was also a request by Federal Agent Luke Napier for Constable Wallace to present a cultural awareness presentation to the Federal Agents based at the Australian Federal Police Darwin Office. I was attempting to coordinate this over the same period to further enhance the value of his attendance in Darwin over this particular period.
14. Constable Wallace was unable to be released by management and travel to Darwin from Alice Springs between 9 August and 11 August 2021 due to Operation Jasper. Operation Jasper related to police resources required in Alice Springs for social order duties relevant to the criminal trial of NT Police Officer Zachary Rolfe.
15. I then made a number of inquiries locally in Darwin. For example, I was aware that Senior Aboriginal Community Police Officer Glen Coonan (ACPO Coonan) and Senior Aboriginal Community Police Officer Richard White (ACPO White) had over 30 years of policing experience between them and had grown up in communities in the Northern Territory. I was aware that ACPO Coonan had relevant experience with recruits as he

had been a course coordinator for Aboriginal Community Police Officer Squad 26. I approached Palmerston Police Station and secured their attendance for this period.

16. Since Squad 142 cultural awareness training in August 2021, the cultural awareness program has been delivered to all Aboriginal Community Police Officers, Auxiliary and Constable Recruits.
17. In June 2022 Constable Wallace attended Darwin for the cultural awareness training for Squad 145 as per our original plan. His attendance and involvement was highly beneficial and complemented the attendance of other panel members. This is the only time Constable Wallace has been present at the cultural awareness training during my time at the police college.
18. Not all panel members are able to make each cultural awareness session for a variety of operational and other reasons. Individuals who have attended the panel since Squad 142 are:
 - 18.1 Senior Aboriginal Community Police Officer Richard White;
 - 18.2 Senior Aboriginal Community Police Officer Glen Coonan;
 - 18.3 Senior Aboriginal Community Police Officer Danielle Chisolm;
 - 18.4 Constable First Class David Miles;
 - 18.5 Senior Constable Ellen Pocock;
 - 18.6 Senior Constable First Class Nathan Mayo;
 - 18.7 Detective Senior Constable Karl Gundersen;
 - 18.8 Senior Aboriginal Community Police Officer Lisa Burkenhagen;
 - 18.9 Constable First Class Jason Chisholm;
 - 18.10 Senior Aboriginal Community Police Officer Bettina Danganbarr;
 - 18.11 Aboriginal Liaison Officer Charmaine Patrick;
 - 18.12 Constable First Class Glenn Warrior;
 - 18.13 Aboriginal Liaison Officer Shane Franey; and
 - 18.14 Senior Constable Brad Wallace.
19. On 26 July 2022 I conducted another instructional presentation (as outlined in paragraph 4) with the latest recruits from Squad 149. They were tasked to complete their cultural awareness assignments and presentations with their 3-day cultural awareness training scheduled for February 2023.
20. I am available to provide further information as required by the Coroner.

I will be available to give evidence in Alice Springs when required. I will be unavailable between 5 September 2022 and 23 September 2022 as well as between 7 November 2022 and 11 November 2022. I understand that the contents of this statement may be disclosed for defence purposes.

and I further declare that:

(a) (i) I have attained the age of 18 years;

AND

(b) (i) I have read this statement before signing it.

and I make this solemn declaration by virtue of the OATHS, AFFIDAVITS AND DECLARATIONS ACT, conscientiously believing the statements contained in this declaration to be true. I acknowledge that a person who wilfully makes a false statement in any material particular is guilty of a crime and liable to imprisonment for 3 years, (*section 119 Criminal Code*). Furthermore, a person who does anything to a Statutory Declaration that results in it becoming false or misleading, is liable to a penalty of a fine or imprisonment, or both (*section 27 Oaths, Affidavits and Declarations Act*).

Maximum penalty: 400 penalty units or imprisonment for 4 years.

DECLARED AT PETER MCAULAY CENTRE THIS 11TH DAY OF AUGUST, 2022


Matthew Allen

BEFORE ME 


NAME Dean Becker

TELEPHONE 89 

COMMISSIONER FOR OATHS (NT)

This and the following pages is the attachment marked with the reference “MGA-01” referred to in the statutory declaration of Sergeant Matthew Glenn ALLEN:

sworn before me this ¹¹ day of August, 2022.

Witness signature: 

Witness name: Senior Constable 1/C Dean Becker

Address: PMC, Berrimah

Phone contact: 89 

Alyawarr

Central Australia

Alyawarr is the name of the language and of the people whose traditional lands lie in the north-eastern parts of Central Australia. In addition to those who speak Alyawarr as their first language there are others in communities adjacent to the Alyawarr region who have significant knowledge of Alyawarr, and may speak it or hear it as a second or even third language.

Green, J., Blackman, D. & Moore, D. (Eds.). (2019).
Introduction. In *Alyawarr to English dictionary* (2nd ed.)
IAD Press.

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Anindilyakwa

Groote Eylandt Archipelago

The community language of the Groote Eylandt Archipelago is Amamalya Ayakwa (Anindilyakwa). It is spoken by nearly 100% of the Aboriginal communities on Groote Eylandt and Bickerton Island, and is learnt as a mother tongue / first language in most Aboriginal families on the island. The language is an extremely important part of expressing identity and knowledge of the islands and its people, culture, environment, and history.

Anindilyakwa Land Council (2021) <https://www.anindilyakwa.org.au/our-language/>

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Arrernte

Central Australia

The Arrernte region is large and, traditionally, there are many different family areas within it, each with their own dialect. Language is strongly connected with family membership and the relationships to land and dreamings that go with this. Identifying as a speaker of a particular language or dialect can be very important for Arrernte people in a way that goes beyond just the actual language. It is a way of expressing membership in a particular family, or association to particular country.

Henderson, J. & Dobson, V. (1994). Introduction.
Eastern and Central Arrernte to English dictionary.
IAD Press.

NGA-01
3 of 13



Burarra

Arnhem Land

Burarra people's country is in Central Arnhem Land, along the Blyth and Cadell Rivers and the coastal and inland areas around them. Made up of three dialects there is pride in the separate identities but people closely support one another in cultural and social interaction. Many people now live at Maningrida on the mouth of the Liverpool River.

Glasgow, K (Comp). (1994). Burarra - Gun-nartpa dictionary.
Summer Institute of Linguistics.

MGA-01
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Kriol

Territory wide

These rapidly became the first languages of many Indigenous people, developing into closely related creoles that differ substantially from spoken English. The modern Tiwi language shows heavy creole influence and Kriol is considered a major language of the Northern Territory.

Simpson, J. (2019). Languages past and present. Macquarie Atlas of Indigenous Australia. Macquarie Publishing.

MSA-01
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Kunwinjku

Arnhem Land

The Kinwinjku language speakers live in Gunbalanya (Kunbarllanjja) and a series of communities in western Arnhem Land and Kakadu National Park. Kunwinjku is the name used to describe the language and the people of the area. Balanda is a Kunwinjku word used to refer to non-Aboriginal people. It comes from the word 'Hollander' which was used by Macassan traders to refer to European people.

Bulliwana, H., Frawley, J & Garnarradj, B.(2019) Learning through country. English in Australia.

NEA-01
6 of 13



Larrakia (Gulumoerrgin)

Top End

The College Command operates on Larrakia country. We acknowledge the Larrakia people as the Traditional Owners of the Darwin region and pay our respects to Larrakia elders past and present. We are committed to a positive future for the Aboriginal community.

Acknowledgement of Country

Larrakia Nation: <http://larrakia.com/about/protocol/>

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NGA-01



Murrinhpatha

Victoria Daly

With a speaker population of over 3000, Murrinhpatha is one of the most vibrant Indigenous languages. Children still learn it as their first language and Indigenous people in the region, not just people of the four patrilineal clans, now speak Murrinhpatha. The language is commonly spoken in the Wadeye and Victoria Daly region of the Top End.

Mansfield, J. (2019). Murrinhpatha morphology and phonology.
Walter de Gruyter Inc: Boston

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2
13
MGA-01



Pintupi-Luritja

Central Desert

Pintupi-Luritja are two overlapping dialects of the Western Desert Language Group spoken to the west of Alice Springs in the region from Mt Zeil through to the Kintore Ranges and beyond. The populations of Kintore, Hassts Bluff and Papunya now predominantly speak Pintupi-Luritja and continue to be influenced by their close contact with speakers of the surrounding regions.

Heffernan J. & Heffernan, K (2000). A Learner's Guide to Pintupi-Luritja.
IAD Press: Alice Springs

MSA-01
9/2/13



Tiwi

Tiwi Islands

The Tiwi language is one of the largest Aboriginal language groups in Australia. Over the years Tiwi has undergone, and is still undergoing, considerable change. The traditional style of Tiwi is only spoken by older Tiwi, middle-aged and younger Tiwi can understand some 'old Tiwi', however many cannot speak it. Contact languages including English and creole heavily influence the modern Tiwi language spoken by younger Tiwi.

Simpson, J. (2019). Languages past and present. Macquarie Atlas of Indigenous Australia. Macquarie.

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MGA-01



Warlpiri

Barkly

Warlpiri covers a relatively extensive area to the northwest of Alice Springs. The main Warlpiri speaking communities are Yuendumu (Yurntumu), Lajamanu, Nyirrpi and Willowra (Wirliyajarrayi), with speakers also in Tennant Creek, Katherine, Alekareng, Ti Tree and Alice Springs. There are around 3000 speakers of Warlpiri as a first language with many speakers of Warlpiri as a second or third language as well.

Aboriginal languages
Central Land Council: <https://www.clc.org.au>

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MGA-01



Warumungu

Barkly

Warumungu speakers live at Tennant Creek, to the north and east at Elliott, Kurntulpara, Ngurrara, Wogayala and Alroy Downs and on several outstations in the region. Warumungu people, especially older women, have a secondary language of handsigns for both sensitive situations and communicating over distance.

Simpson, J. (2002). A Learner's guide to Warumungu.
IAD Press: Alice Springs

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MGA-01



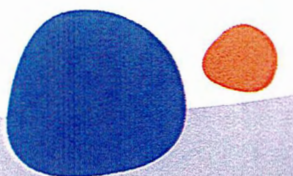
Gurindji

Victoria Daly

Gurindji people live on their traditional lands at Kalkaringi and Daguragu, west of Wave Hill Station. While many Gurindji children no longer speak the language fluently, land and language are tightly connected and still remain important to both young and old Gurindji people. The 1966 strike action of Gurindji stockmen, workers and their families ended in 1975 which led to the drafting and subsequent passing of Australia's first land title legislation.

Meakins et al (2013). Gurindji to English dictionary. Batchelor Press: Batchelor


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MGA-01



This and the following pages is the attachment marked with the reference “MGA-02” referred to in the statutory declaration of Sergeant Matthew Glenn ALLEN:

sworn before me this ^{ph} 11 day of August, 2022.

Witness signature:



Witness name: Senior Constable 1/C Dean Becker

Address: PMC, Berrimah

Phone contact:





Learner Name		Reg. No	
Course/Training Program		Squad No.	

Learner Name		Reg. No	
Course/Training Program		Squad No.	

Learner Name		Reg. No	
Course/Training Program		Squad No.	

Learner Name		Reg. No	
Course/Training Program		Squad No.	

Organisational Project	Cultural Engagement
Language Assigned	
Pre-Requisites	NIL
Date/s of Assessment	

ASSESSOR USE ONLY:

PROJECT OUTCOME (Assessor use only)			
Project Result	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	Date	
Delegate Name		Reg. No	
Delegate Signature			
Feedback from Delegate /s			

ASSESSMENT OVERVIEW - LEARNER

Purpose	To enhance PFES employees cultural awareness and competencies to improve engagement with the community.		
Learner Instructions	<p>How to use this form:</p> <ol style="list-style-type: none"> All group members to write their name and registered number on the front cover page in the areas provided. All group members write their Registered Number at the top of each page of the project template in the space provided. Use the project template provided in this document to complete the project <p>Project deliverables – what to do</p> <ul style="list-style-type: none"> Research report Group Presentation <ol style="list-style-type: none"> Complete the research project using the research project template provided below. As a minimum, the research project must cover the discussion points provided in any order you choose. Submit the group research project to College Course Administration no later than 1 week prior to the 3 day workshop. If necessary, amendments to the research project as advised by the course coordinator are to be submitted no later than the Friday prior to the 3 day workshop. Group to deliver a presentation of discussion points 4, 5, 6, 7, 8, 9 & 10 from the research project to PFES delegates and Land Councils representatives on the final day of the Community and Cultural Engagement Training program. During the presentation, it is strongly recommended the members of the group incorporate verbal and non-verbal language styles throughout the presentation – e.g. Welcome, Good bye in the First Nation language assigned or Hand signals or Art work if appropriate. Group presentation should last between 7 to 10 minutes. <p>Code of Conduct</p> <ol style="list-style-type: none"> This must be the work of the group. The group can complete all the research activities needed to find the required information but cannot use other previous learners' or group's project work. Plagiarism of other group's work, even if from previous squads, will be considered cheating. Cheating is a breach of the Code of Conduct and will not be tolerated. Disciplinary action may be considered where you are found to be cheating. 		
Condition	Group Project	Timeframe	Due 1 week prior to the 3 day workshop
Location	The group can conduct the project work at the most suitable location		
Resources	<p>You will have to complete research work. The following resources may be needed:</p> <ul style="list-style-type: none"> Computer, laptop or an equivalent digital device Internet connection Internet Browser Discussion point First Nation languages of the NT 		
Result	<p>This project will be deemed satisfactory if :</p> <ul style="list-style-type: none"> The project paper addresses the discussion points provided in the project template The project responses are suitable for presentation to the PFES Delegates and Land Councils Representatives. The presentation to the PFES Delegates and Land Councils Representatives is based on the discussion points 4, 5, 6, 7, 8, 9 & 10 from the research project 		

RESEARCH PROJECT

Research Report instructions

All questions are framed in the context of First Nation Languages of Australia. You have been assigned a First Nation Language.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

The Research report has to be submitted to the Course Coordinator for review no later than 1 week prior to the 3 day workshop.

RESEARCH PROJECT – PROJECT REPORT TEMPLATE

Self-assessment checklist

Use the following checklist to self-assess your project and ensure you covered all discussion points. This checklist will be assessed.

Research project – Self assessment			
The report addresses the Discussion Points	Y	N	Comments
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	[REDACTED]
[REDACTED]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Research Project report

Use the following pages to write the report. If you need more space, use the pages provided at the end of this document.

Research Project report cont'd

PRESENTATION

Presentation expectations:

- All team members will contribute to the development of presentation,
- It is a group presentation - all team members will deliver the presentation,
- Length of presentation: 7-10 minutes,
- The presentation will address your group response to Discussion points 4, 5, 6, 7, 8, 9 & 10 from the Research Report,
- The presentation should be engaging and respectful,
- Groups will deliver the presentation to PFES Delegates and Land Council representatives on the final day of the Community and Cultural Engagement Training program.



Learner Name		Reg. No	
Course/Training Program		Squad No.	

Organisational Project	Cultural Engagement
Language Assigned	
Pre-Requisites	NIL
Date/s of Assessment	Click or tap here to enter text.

ASSESSOR USE ONLY:

PROJECT OUTCOME (Assessor use only)			
Project Result	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	Date	
Delegate Name		Reg. No	
Delegate Signature			
Feedback from Delegate /s			

ASSESSMENT OVERVIEW - LEARNER

<p>Purpose</p>	<p>To enhance PFES employees cultural competencies and awareness to improve engagement with the community.</p>		
<p>Learner Instructions</p>	<p>How to use this form:</p> <ol style="list-style-type: none"> 1. Member to write their name and registered number on the front cover page in the areas provided. 2. Member write their Registered Number at the top of each page of the project and reflection templates in the space provided. 3. Use the project template provided in this document to complete the project <p>Project deliverables – what to do</p> <ul style="list-style-type: none"> • Individual Reflection <ol style="list-style-type: none"> 4. Complete the individual self-reflection project template provided below. As a minimum, the self-reflection must cover the discussion points 4, 5, 6, 7, 8, 9 & 10 from the group discussion. 5. Individuals to submit the individual self-reflections to College Course Administration no later than 1 week prior to the 3 day workshop. <p>Code of Conduct</p> <ol style="list-style-type: none"> 6. This must be the work of the individual member. 7. The member can complete the research activity needed to find the required information but cannot use previous learners' or group's project work. 8. Plagiarism of other group's work, even if from previous squads, will be considered cheating. 9. Cheating is a breach of the Code of Conduct and will not be tolerated. 10. Disciplinary action may be considered where you are found to be cheating. 		
<p>Condition</p>	<p>Individual Project</p>	<p>Timeframe</p>	<p>Due after workshop</p>
<p>Location</p>	<p>The member can conduct the project work at the most suitable location</p>		
<p>Resources</p>	<p>You will have to complete research work. The following resources may be needed:</p> <ul style="list-style-type: none"> • Computer, laptop or an equivalent digital device • Internet connection • Internet Browser • Discussion point • First Nation languages of the NT 		
<p>Result</p>	<p>This project will be deemed satisfactory if :</p> <ul style="list-style-type: none"> • The project paper addresses the discussion points provided in the project template • The project responses are suitable for presentation to the PFES Delegates and Land Councils Representatives. • The presentation to the PFES Delegates and Land Councils Representatives is based on the discussion points 4, 5, 6, 7, 8, 9 & 10 from the research project 		

SELF-REFLECTION PROJECT

Individual Self-reflection report instructions

Learners are asked to project themselves to the location chosen in Discussion point 6 and address the following topics:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Self-reflection report structure and expectations

- At a minimum, the report must cover the 4 discussion points identified above.
- Minimum word count 300.
- Learners must submit their individual self-reflections in the self-reflection Project Template provided below.
- The self-reflection report has to be submitted to the Course Coordinator by the due date.

SELF-REFLECTION SELF ASSESSMENT TEMPLATE

Self-assessment checklist

Use the following checklist to self-assess your project and ensure you covered all discussion points. This checklist will not be assessed.

Self-reflection project – Self assessment			
The report addresses the Discussion Points	Y	N	Comments
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	[REDACTED]
[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	

Self-reflection



