

3.3 JOHN PUJAJANGKA-PIYIRN SCHOOL ABORIGINAL STUDIES POLICY

Rationale

The lives and culture of Indigenous people in the Kutjungka region is strongly connected with the land. The land provides a resource for relevant learning in schools and improved educational outcomes, in literacy and numeracy as well as landcare. It is with this background that our Aboriginal Studies program places a great emphasis on the land. From this all other aspects of culture are developed.

Values and Outcomes

Outcomes

1. Students use language to understand, develop and communicate ideas and information and interact with others.
8. Students understand their cultural, geographic and historical contexts and have the knowledge and skills and values necessary for active participation in life in Australia.

Values

- 5.2 Environmental responsibility

Learning and Teaching

Bush trips where students have a chance to learn and practice their skills such as identifying plants, tracking goannas are a significant tool to be used in the teaching process.

Other cultural activities based at the school e.g. boomerang, basket and clap stick making also provide the basis for which to do follow up work.

Follow up in the classroom can include making topic based books and designing various representations of processes the students have taken part in.

Always remember when teaching any Aboriginal Studies

DO, TALK, RECORD.

Experiences from Aboriginal Studies can be incorporated into other areas such as writing, reading, science etc.

Assessment / Evaluation

Assessment needs to take place on an ongoing basis throughout the unit work in discussion with the old people and ATAs. Teachers should keep relevant notes about children's skill level after each cultural experience after discussion with the old person and ATA



Organisation / Family and Community involvement

Bush trips and cultural activities are the main strategy for teaching Aboriginal Studies. The follow up work is taken from what occurs on the bush trips.

Bush Trips take place on a fortnightly basis. At least one Indigenous person from the area must go on any bush trip.

The ideal combination would be to have an old person, ATA, teacher and students. The old person is the keeper of knowledge, the ATA is the link for all the various people. ATAs will not always know the answers to your questions – it depends on their own range of experiences.

The Bush Trip would have a focus and this should be discussed before going on the bush trip both with your ATA and students and then followed up in class. You should also let the old people know about the focus of the bush trip before going. Remember that Aboriginal people have different learning and teaching styles. Aboriginal Studies should tap into these styles.

The Landcare officer is a vital link with the community for organisational purpose of cultural activities.

Resources

Landcare units of work, photo folder, Landcare officer, community people.

Policy created :2004

Policy review: 2007

