

Early Childhood Studies 2014

Subject Area Syllabus — teaching and learning resource

Aboriginal and Torres Strait Islander perspectives

When planning a course of study, teachers should identify ways to encourage engagement with Aboriginal peoples and Torres Strait Islander peoples, strengthening students' appreciation and understanding of:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal peoples and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

The QCAA's *Aboriginal and Torres Strait Islander perspectives in the senior phase of learning* webpages explain the role of Aboriginal and Torres Strait Islander perspectives in the senior curriculum and include a range of support materials — www.qcaa.qld.edu.au/3034.html.

The QCAA's *Aboriginal and Torres Strait Islander Studies Handbook 2010* (available from www.qcaa.qld.edu.au/8848-teaching.html) includes:

- approaches to managing and processing information; illustrating how knowledge and ways of learning are integrated and holistic
- establishing a supportive school and classroom environment
- consulting and collaborating with local Aboriginal and/or Torres Strait Islander communities
- dealing with sensitive issues
- selecting appropriate resources and texts
- removing barriers to student success and engagement.

Specific advice for Early Childhood Studies

A unit which embeds Aboriginal and Torres Strait Islander perspectives must comply with local Indigenous community protocols and guidelines. The school must therefore first build relationships with local Aboriginal and Torres Strait Islander communities. There are protocols for engaging with Aboriginal people and Torres Strait Islander people (see www.datsip.qld.gov.au/people-communities/protocols-for-consultation).

The QCAA has developed a range of resources (see next page). Of special help is *Building relationships with local communities*, a guide to establishing connections with your local Aboriginal and Torres Strait Islander community.

When developing units of work and/or learning experiences, it is essential to consult with Indigenous school staff or sector regional officers and local Elders or community members for input, advice, guidance and approval. It is important to adopt their input and advice into the unit of work and/or learning, and to understand and be guided by local protocols and knowledge.

Useful resources

QCAA resources

Aboriginal and Torres Strait Islander perspectives — information on QCAA strategies, resources, projects and initiatives that focus on increasing awareness of Indigenous perspectives and improving outcomes for Indigenous students in Queensland schools:
www.qcaa.qld.edu.au/577.html

Aboriginal and Torres Strait Islander perspectives in the senior phase of learning — explains the role of Aboriginal and Torres Strait Islander perspectives in the senior curriculum and includes a range of support materials: www.qcaa.qld.edu.au/3034.html

Aboriginal and Torres Strait Islander Studies Handbook 2010: www.qcaa.qld.edu.au/8848-teaching.html

Embedding Aboriginal and Torres Strait Islander perspectives in Home Economics — a video-based set of resources based in lower secondary, which provides professional learning for all teachers: www.qcaa.qld.edu.au/29541.html

Building relationships with local communities: www.qcaa.qld.edu.au/3035.html (under Resources)

Dialog circles: www.qcaa.qld.edu.au/3035.html (under Resources)

Other resources

Eight Aboriginal Ways of Learning website — features ways to successfully integrate Aboriginal and Torres Strait Islander perspectives into the curriculum to enhance learning for all students. Please note the web page protocol. Contains examples of way of working — please consult with your local community to see if there is a local preferred way of working: 8ways.wikispaces.com

Improving outcomes for Indigenous students: The Workbook and guide for school educators, 3rd revised edition — helps schools plan and take action to improve educational outcomes for Australian Indigenous students. A practical set of support materials for taking action and working systematically in schools:

www.whatworks.edu.au/dbAction.do?cmd=displaySitePage1&subcmd=select&id=399

Embedding Aboriginal and Torres Strait Islander Perspectives in schools — Appendix 2 (pg. 63) outlines strategies for embedding Indigenous perspectives in curriculum and pedagogy:
<http://indigenous.education.qld.gov.au/eatsips>

The Queensland Indigenous Education Consultative Committee (QIECC) — provides advice to government and develops newsletters, reports and publications that can build knowledge and understanding of Aboriginal and Torres Strait Islander peoples and communities' education and training views: qiecc.eq.edu.au

Aboriginal and Torres Strait Islander cultures in early childhood education and care, National Quality Standard Professional Learning Program — Case study No. 1 information sheet: www.earlychildhoodaustralia.org.au/nqsplp/resources/case-studies/aboriginal-and-torres-strait-islander-cultures-in-ecec

Early Childhood Australia — *Indigenous culture: It's everybody's business*:
www.earlychildhoodaustralia.org.au

Kids Matter — *Aboriginal and Torres Strait Islander resource portal*: www.kidsmatter.edu.au

Deadly Tots — a project funded by Aboriginal Child Health and Family Strategy (ACYFS); provides a number of Aboriginal resources: www.deadlytots.com.au/Resources

Secretariat of National Aboriginal and Islander Child Care — a national peak body representing the interest of Aboriginal and Torres Strait Islander children and families. Provides policy and research information and other resources: www.snaicc.org.au/index.cfm

Department of Aboriginal and Torres Strait Islander Partnerships, *Protocols for consultation*, a guide to assist when consulting with Aboriginal or Torres Strait Islander individuals, groups and/or communities: www.datsip.qld.gov.au/people-communities/protocols-for-consultation

Learning experiences

Teaching and learning experiences are designed to provide ideas and suggestions that teachers may adapt, expand or modify to suit their own contexts. In some cases they also provide a foundation from which assessment may be developed.

The following learning experiences are modelled on *Eight Aboriginal Ways of Learning* — 8ways.wikispaces.com. These are examples only and are not listed in any particular order.

- Invite a local Aboriginal community member or Torres Strait Islander community member to share their stories, e.g. what is valued most by local community members when raising children from birth to five years?
- Explore the concepts and ideas from core topics, such as 'relationships are the foundations for the construction of a child's identity', in relation to Aboriginal peoples and Torres Strait Islander peoples in the local area. For example, ways children learn from parents and Elders in their community by sharing traditional stories and songs; the role of the extended family in the life of the child by knowing they belong to an ancient and proud race and culture.
- Record stories and experiences of local Aboriginal peoples and Torres Strait Islander peoples through interviewing local community members to understand ways Aboriginal communities develop family togetherness when raising children.
- Discuss changing points of view and perspectives across concepts and ideas from core topics, e.g. students compare and contrast child rearing practices of Aboriginal peoples and Torres Strait Islander peoples with other cultures considering the core topic 'children who are connected with and contribute to their world through respecting diversity, social responsibility and being aware of fairness'.
- Use images and metaphors to assist students to understand fundamentals and practices of the selected concepts and ideas from core topics in Early Childhood Studies, e.g. images that show that relationships are the foundations for the construction of a child's identity.
- Consult with local Aboriginal and/or Torres Strait Islander community members and collaboratively organise excursions in the local areas to investigate local play-based learning activities for both indoor and outdoor activities, local ways used to teach children to respect and value their environment.
- Use an approach (e.g. conceptual, holistic, spiralling) to assist in gathering and analysing information (see *Aboriginal and Torres Islander Studies Handbook 2010*, section 4.1).
- Use a cultural analysis tool to measure breadth of content and depth of perspective (e.g. 8ways.wikispaces.com/Cultural+Analysis+Tool).
- Use the QCAA resource *Dialogue circles* — www.qcaa.qld.edu.au/3035.html, under Resources — to encourage collective learning to take place.