Aboriginal and Torres Strait Islander perspectives

When planning a course of study, teachers should identify ways to strengthen students’ appreciation and understanding of Aboriginal and Torres Strait Islander perspectives by encouraging engagement with Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contributions to Australian society and cultures
- ways of life and social contexts.

The Indigenous perspectives section of the QSA website has a collection of resources to help teachers engage with Indigenous histories and peoples <www.qsa.qld.edu.au/577.html>.

The QSA’s *Aboriginal and Torres Strait Islander Studies Handbook* (available from www.qsa.qld.edu.au/8848.html) includes information about:

- establishing a supportive school and classroom environment
- consulting and collaborating with local Indigenous communities
- dealing with sensitive issues
- selecting appropriate resources and texts
- removing barriers to student success and engagement.

Specific advice for Graphics

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 and the Queensland Government has protocols for engagement documents. These can be found at <www.atsip.qld.gov.au/everybodys-business>.

Resources are also available at the Queensland Studies Authority (QSA). Of special help is a guide to establishing connections with the local Aboriginal and Torres Strait Islander community and this can be found at <www.qsa.qld.edu.au/3035.html>.

When developing units of work it is essential to consult with Aboriginal and Torres Strait Islander 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 to understand and be guided by local protocols.

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.
Sample learning experiences

The following are examples only and are not listed in any particular order:

• invite a local Aboriginal or Torres Strait Islander community member to share their experiences and perspectives about design problems and graphical solutions

• organise a visit to an Aboriginal or Torres Strait Islander community (if possible) to explore their use of design

• explore a range of Aboriginal or Torres Strait Islander buildings and environments (live or virtual) to determine the human resource, operational, and functions of the needs of the design problems and graphical solutions

• examine Aboriginal or Torres Strait Islander products for design ideas and graphical solutions

• investigate the elements and principles of design in Aboriginal or Torres Strait Islander implements and artworks to direct design decisions for the presentation of graphical solutions.

Useful websites


