TEACHING THE TEACHERS ABORIGINAL STUDIES: A NATIONAL PRIORITY!

Rhonda Craven
University of New South Wales

Many Non-indigenous teachers experience difficulty teaching Aboriginal Studies and Torres Strait Islander Studies. Due to lack of training, most teachers lack content knowledge and have no confidence that they will be able to 'get it right'. Of those teacher educators who are aware of the need for Aboriginal Studies and Torres Strait Islander Studies in teacher education, many have the same difficulties as teachers. Some other teacher educators, and some institutions, are not aware of the need for Aboriginal Studies and Torres Strait Islander Studies in preservice teacher education. To address these problems the University of New South Wales with Commonwealth funding is developing a compulsory teacher-oriented Aboriginal Studies and Torres Strait Islander Studies subject for student primary teachers as a national pilot. A Steering Committee comprised of representatives from Aboriginal organisations, education authorities and professional associations is developing the project in consultation with NSW Aboriginal Education Consultative Group Incorporated (NSW AECG), New South Wales Aboriginal Higher Education Network (AHEN) and state/territory reference committees. All materials developed for this subject will be made available nationally. This consultative paper outlines the draft structure of the subject in order to provide a consultative forum for incorporating your suggestions for modification.

Teacher Educators Rebuttal of Reform

In 1992 Eleanor Bourke and Bill Lucas, Aboriginal Research Institute, University of South Australia began a project of national significant funded by the Department of Employment, Education and Training. The first phase of their project includes analysis of School of Teacher Education Handbooks to identify subjects relating in particular to preparing preservice teachers to: a) work with Aboriginal and Torres Strait Islander students, b) teach about Aboriginal and Torres Strait Islander education, history, culture and issues, c) design and develop curriculum materials relating to a and b" (Bourke and Lucas, 1992, p. 1). Their initial data analysis from 27 institutions identified only 6 institutions who offered core units that related to either point a or b. These core units do not solely focus on Aboriginal Studies and Torres Strait Islander Studies and hence cover a diversity of topics including Family Studies, Social Diversity, and Issues in cross cultural education. Bamblett (1991, p. 14) stresses the importance of comprehensive content in Aboriginal Studies and Torres Strait Islander Studies in the school
curriculum. Paradoxically teacher education institutions seem to be offering limited studies rather than comprehensive study of the history and culture of Aboriginal and Torres Strait Islander people.

Based on their initial data analysis the authors conclude "it appears that few subjects are offered which train undergraduates to work specifically with Aboriginal students and/or to specifically teach Aboriginal viewpoints, history and culture" (Bourke and Lucas, 1992, p. 1). It seems Aboriginal and Torres Strait Islander people are still waiting for the majority of Australian Teacher Education institutions to respond to and energise curriculum reform. It is a national disgrace that few Teacher Education institutions have recognised the fundamental importance of introducing mandatory Aboriginal Studies and Torres Strait Islander Studies and perspectives to Teacher Education Courses. Structural prejudice has been created in teacher education courses by the omission of Aboriginal Studies and Torres Strait Islander Studies. The overt curriculum and the hidden curriculum fail to recognise the validity of Aboriginal and Torres Strait Islander culture.

In September 1990, the N.S.W. Minister for School Education and Youth Affairs, The Hon. Virginia Chadwick, called on Teacher Education institutions to consider new directions and strategies. "The recruitment, training and professional development of teachers are crucial issues in guaranteeing our schools meet these new challenges and better equip students for their future lives. We need to re-think traditional practice and methods to guarantee that our teachers are receiving preparation and support that is practical, comprehensive and relevant for working in schools" (N.S.W. Ministry of Education, Youth and Women's Affairs, 1990, p. i). Directions in Aboriginal Education proposed by the N.S.W. Ministry of Education stressed that "preservice teacher education courses must equip all teachers with basic knowledge and skills necessary to teach all children perspectives in the curriculum which relate to Aboriginal heritage, culture and language" (N.S.W. Ministry of Education, Youth and Women's Affairs, 1990, p. 54). In addition special areas of need included the development of teaching skills in the education of Aboriginal students (N.S.W. Ministry of Education, Youth and Women's Affairs, 1990, p. 51). Despite the existence of a NSW Aboriginal Education Policy since 1982 and the proposition that "graduates of teacher education programs must have an adequate grasp of the subject matter they are required to teach" (N.S.W. Ministry of Education, Youth and Women's Affairs, 1990, p. iii ) few Teacher Education institutions in 1993 have introduced comprehensive mandatory subjects in Aboriginal Studies
and Torres Strait Islander Studies. They have failed to teach the teachers how to understand Aboriginal and Torres Strait Islander cultures and how to implement state Aboriginal Education policies effectively.

Aboriginal Education Consultative Groups have been calling on Teacher Education institutions to incorporate Aboriginal Studies and Torres Strait Islander Studies into Teacher Education curriculums since the 70s. The Higher Education Policy of the N.S.W. Aboriginal Education Consultative Group (N.S.W. AECG, 1993) states curriculum reform should include the "incorporation of appropriate Aboriginal perspectives in all relevant university programs" and the "incorporation of Aboriginal Education and Aboriginal Studies into the core compulsory curriculum of all university teacher education courses and programs". In 1993 the same recommendations are still being suggested despite assertions on the urgent need for curriculum reform in Teacher Education Courses. For example, Wammarra Education Centre (1993, p. 5) recommends that all Teacher Education programmes preparing teachers to teach in NSW schools should include a compulsory unit in Aboriginal Education and "all Teacher Education students studying to teach in areas which will require an Aboriginal perspective should have included in their Teacher Education preservice programme compulsory material on teaching Aboriginal perspectives" (Wammarra Education Centre, 1993, p. 6). It seems both primary and secondary teacher educators are still not recognising the need for Australian Indigenous Studies.

Suggested Policies and Strategies

Recent initiatives in Teacher Education can be capitalised on by Teacher Educators to reform curriculum. Bourke and Lucas (1992) in the second phase of their study intend to produce nationally agreed principles and guidelines available to teacher educators to assist in the development of preservice Teacher Education subjects and learning experiences that will assist student teachers understand Aboriginal viewpoints on education, social, cultural and historical matters. It is hoped these guidelines will be available in 1993. These guidelines should assist Teacher Educators to commence developing suitable subject materials.

Similarly, Price and Turner (1991) will develop a nationally agreed philosophy and guidelines for Aboriginal and Torres Strait Islander Studies in and across school curriculums. This should help to provide Teacher Educators with knowledge of the requirements of the national school curriculum that students teachers will be required to comprehend and teach.
Nationally agreed criteria for evaluating Aboriginal and Torres Strait Islander Studies materials is also being developed by Price and Turner (1991). These criteria (see Bamblett, 1991, p. 16) when developed will provide helpful guidelines on selecting resource materials in Aboriginal Studies and Torres Strait Islander Studies for teachers, publishers and curriculum developers. In addition resources that meet the specified criteria will be added to data bases on the Australian Curriculum Information Network (ACIN) and the Australian Schools Catalogue Information Service (ASCIS) so that profiles of high quality resource materials can be accessed readily by Teacher Educators and teachers.

In 1991 the Minister for Aboriginal and Torres Strait Islander Affairs, the Hon. Robert Tickner, was approached by the late Oodgeroo of the tribe Noonuccal (Kath Walker) and the University of New South Wales, Faculty of Professional Studies with a proposal to develop guidelines and consultative procedures for a pilot mandatory Aboriginal Studies and Torres Strait Islander Studies subject in primary teacher education. The Minister approved this proposal and allocated funding from the DEET National Priority Reserve Fund.

The late Oodgeroo Noonuccal suggested that a New South Wales based Steering Committee should be formed to develop consultative procedures and a draft framework which other states and territories could adapt to meet their specific needs. This Committee began meeting in January 1992 and was expanded in early 1993 as more organisations expressed an interest in assisting with project development (see table 1).

The draft framework and consultative procedures (see table 2) developed by the Steering Committee was presented to the Minister with a submission for further funding to develop the subject in full consultation with Aboriginal and Torres Strait Islander organisations, education authorities and professional associations. In February 1993 the Minister for Aboriginal and Torres Strait Islander Affairs handed to the Vice-Chancellor of the University of New South Wales a letter stating the Commonwealth's commitment to the second phase of the development of the Aboriginal Studies and Torres Strait Islander Studies subject during 1993.

Initially the Steering Committee drafted a rationale for a mandatory Aboriginal Studies and Torres Strait Islander Studies subject and tried to identify perceived student teacher difficulties in relation to teaching Aboriginal Studies and Torres Strait Islander Studies. Solutions to each difficulty were proposed in terms of subject structure. This process served to clarify the needs of student teachers in order to develop
guidelines on subject development.

Three key areas of perceived student teacher difficulties were isolated. Student teacher knowledge, skills and attitudes. Proposed solutions included: suggestions for specific content in relation to both knowledge of Aboriginal Studies and Torres Strait Islander Studies subject matter and procedures for consulting with local Aboriginal and Torres Strait Islander communities; the development of teacher-oriented resources; exposing student teachers to indigenous people and indigenous people's viewpoints; helping student teachers to identify appropriate teaching strategies; and assisting student teachers to challenge their own attitudes in the context of accurate information.

Developing Subject Implementation Guidelines

To assist universities to effectively implement the draft mandatory subject the Steering Committee in consultation with NSW Higher Education Network has begun to devise draft subject implementation guidelines (see table 3). It is hoped that these guidelines will be helpful in advising universities of: possible sources of Aboriginal assistance, the essential nature of varied types of Aboriginal input into subject delivery, possible consultation sources to assist in the selection and inservicing where necessary of academic staff, sources of assistance to modify materials to suit specific university teacher education courses and regional needs, and the form and duration of subject delivery. These guidelines should help universities to implement a mandatory Aboriginal Studies subject effectively in consultation with Aboriginal organisations and the university Aboriginal community.

Developing Subject Structure

A draft subject structure has been developed based on information from the consultative network (see table 4). The subject structure assumes that knowledge of Aboriginal Studies and Torres Strait Islander Studies subject matter is a prerequisite for identifying and developing successful teaching strategies for Aboriginal Studies and Torres Strait Islander Studies. That is, teachers should know about the content they are teaching before they attempt to devise or evaluate successful teaching strategies.

The Steering Committee has recognised that teachers often inadvertently use inappropriate terminology when presenting Aboriginal Studies and Torres Strait Islander Studies teaching
activities. The use of inappropriate terminology can undermine the effectiveness of Aboriginal Studies and Torres Strait Islander Studies courses in that inaccurate information and cultural racism can be conveyed. For example saying "the Aboriginal people" when referring to Aboriginal Australia, implies that Aboriginal Australia was and is monocultural rather than diverse. In order to overcome this perceived difficulty the Steering Committee has devised a draft list of appropriate terminology for Aboriginal Studies and Torres Strait Islander Studies courses that includes a rationale. The list is currently being refined in consultation with a wide network of Aboriginal and Torres Strait Islander organisations, education authorities and professional associations.

Suggested Resource Development

The Steering Committee has also recognised the limited availability of teacher-oriented resources. Tertiary teaching materials need to focus on fostering the development of appropriate knowledge, skills and attitudes that will equip student teachers to teach Aboriginal Studies and Torres Strait Islander Studies effectively. Videotape material is seen as the best teaching aid in that student teachers can: a) view exemplary teaching practices and model presented teaching styles, b) evaluate pupil knowledge, skills and attitudes gained from exemplary Aboriginal Studies and Torres Strait Islander Studies activities, c) observe demonstration lessons without expense to Universities, d) be introduced by indigenous people to indigenous people's views and cultures, e) be exposed to a range of indigenous people's viewpoints and thereby directly observe the diversity of indigenous culture, and f) examine archival film material readily.

In 1993 the Steering Committee will develop a series of videotapes to support Teacher Education Courses. These videotapes include: "Successful Aboriginal Studies and Torres Strait Islander Studies Activities for the Primary School" (Rhoda Roberts and Lydia Miller- BLT Media), "Teaching Strategies for Aboriginal and Torres Strait Islander Pupils" (Rhoda Roberts and Lydia Miller-BLT Media), "Inviting Culture Educators: The benefits" (Caroline Davy, Head, UNSW Media Services Unit, St George Campus) and "Munyarl Mythology" (Gerry Bostock, Kuri Productions) which debunks some of the myths about Aboriginal and Torres Strait Islander Society.

The Steering Committee has received numerous inquiries from teachers seeking multimedia teaching resource material. Sample teaching resources suitable for the primary school need to be
developed to: a) meet the needs of practising teachers, b) empower student teachers to implement Aboriginal Studies and Torres Strait Islander Studies teaching activities readily and c) serve as a model for student teachers to develop local Aboriginal Studies and Torres Strait Islander Studies programs.

The Sydney invasion region has been designated as the focus area for resource development as "The First Fleet" is a popular topic in primary schools nationally, yet Aboriginal experiences of this invasion are often ignored or examined in a superficial manner. Hence the Sydney area was perceived as a region of national significance as a focus for developing sample activities. During Aboriginal and Torres Strait Islander history many events have had national significance. As the project, is designed as a national pilot the teaching kit will also focus on events of national significance. The Steering Committee proposes to develop a multimedia teaching resource kit based on the Sydney region and national events in Aboriginal and Torres Strait Islander history to serve as a model for developing local Aboriginal Studies and Torres Strait Islander Studies teaching activities.

Many teacher educators lack formal training in Aboriginal Studies and Torres Strait Islander Studies, and hence require tertiary teaching resources to implement effective subjects. To facilitate the implementation of the Aboriginal Studies and Torres Strait Islander Studies subject in Universities: a) suggested lecture notes and speakers for each topic will be documented, b) tutorial activities for each topic will be devised, and c) a teacher-oriented reference resource will be written to enhance student teacher knowledge, skills and attitudes. All of these materials will be developed in full consultation with Aboriginal and Torres Strait Islander organisations and communities.

Future Directions

The Steering Committee identified four phases of subject development to ensure successful completion of the project. The first phase undertaken in 1992 was the development of a draft subject to serve as the basis for consultation with Aboriginal and Torres Strait Islander organisations and communities, education authorities and professional associations. The remaining phases will be undertaken over a period of two years. In 1993 the Steering Committee will consult widely with state and national Aboriginal and Torres Strait Islander organisations, education authorities and professional organisations on subject and resource development. In 1994 the Steering Committee will trial, evaluate and modify all subject materials and make
materials available to all Australian universities.

Hence it is hoped that full consultation with Aboriginal and Torres Strait Islander organisations, education authorities and professional organisations will facilitate the development of a mandatory Aboriginal Studies and Torres Strait Islander Studies subject for student teachers. Your comments on current progress would be much appreciated.

Correspondence: Correspondence concerning this article should be addressed to:

Rhonda Craven

Project Co-ordinator
School of Teacher Education
The University of New South Wales,
St George Campus
PO Box 88,
Oatley, N.S.W., Australia, 2223.
(02) 570 0709 telephone
(02) 570 0864 facsimile

Table 1:

MEMBERS OF THE STEERING COMMITTEE: ABORIGINAL STUDIES FOR PRESERVICE TEACHER EDUCATION

Project Co-ordinator

Rhonda Craven
School of Teacher Education
University of New South Wales

Assistant Project Co-ordinators

Paul Behrendt
Director, Aboriginal Research and Resource Centre
University of New South Wales

Joint Principal Consultants

The late Oodgeroo Noonuccal
(Kath Walker)
Educator and Poet

Nigel Parbury
NSW AECG INC.

New South Wales Aboriginal Education Consultative Group Inc. Assistant Principal Consultants

Charles Moran
Bundjalung Elder
Chair, Advisory Committee for Gungiljindabah

James Miller
Lecturer
Department of Multicultural and Aboriginal Studies
University of New England

Aboriginal Members

Violet Allan
North West Regional Representative
NSW AECG Inc.

Non-Aboriginal Members

Jean Chapman
Distance Education Teacher
Diat Callope
Senior Project Officer
Aboriginal Employment Unit
Department of Industrial Relations
Mark d’Arbon
Curriculum Officer

Human Society and Its Environment K-6
NSW Board of Studies
Patricia Elliot
Director, Student Support Centre
Australian National University
Alan Duncan
Aboriginal Studies Association
Evening Colleges Association
Sue Gibson
Aboriginal Education Consultant
Metropolitan East
Senior Curriculum Officer
Aboriginal Curriculum Unit
NSW Board of Studies
Tjanara Goreng-Goreng
Chair
NSW Aboriginal and Torres Strait Islander Higher Education Network
Howard Glenn
Assistant-Manager
Education Policy
ATSIC
Pat Jarvis
Darug Community Member
Karlyn Jacobsen
President
NSW Primary Principals Association
Phill Nean
Chief Education Officer
Aboriginal Education Unit
Department of School Education
Associate-Professor Bob Phillips
School of Teacher Education
University of New South Wales
Norm Newlin
Lecturer
Macquarie University
Dr Arthur Smith
Senior Lecturer
Faculty of Education
University of Wollongong
David Prosser
Aboriginal Education Co-ordinator
NSW Teachers Federation
Fay Richards
Darug Community Member
Ruth Simms
Upper South Coast Regional Representative
NSW AECG Inc.
Lyn Stewart
Table 2:

CONSULTATION SOURCES

- Aboriginal Children's Advancement Society,
- Aboriginal Education Council (NSW),
- Aboriginal Education Unit (Department of School Education),
- Aboriginal Homework Centre Association,
- Aboriginal Studies Association,
- Australian Education Unions,
  - NSW Teacher's Federation
  - NSW Lecturers Association
  - Independent Teachers Association
- Board of Studies,
- Catholic Education Commission,
- Deans of Education;
- Evening Colleges Association,
- Heads of Schools of Teacher Education
- Human Society and Its Environment Council,
- National Federation of Aboriginal Education Consultative Groups,
- NSW Aboriginal Higher Education Network.
• NSW Aboriginal Education Consultative Group,

• NSW Primary Principals Associations,
  - NSW Primary Principals Council
  - Association of Principals Employed in Catholic Schools
  - Association of Heads of Independent Schools (NSW Chapter)

• NSW Torres Strait Islander Association,

• Office of Aboriginal Affairs,

• Parent Associations
  - Federation of School Community Organisations
  - NSW Parents Council
  - Federation of Parent and Citizens Councils

• Aboriginal Education Co-ordination Committee,

• Aboriginal and Torres Strait Islander Commission, Australian Council of Churches,

• Australian Catholic Social Justice Council,

• Australian Council of State School organisations,

• CURASS,

• Australian Education Council,

• Australian Institute of Aboriginal and Torres Strait Islander Studies,

• Australian Federation of Aboriginal Education Consultative Groups,

• Australian Higher Education Network Association,

• Australian Vice-Chancellors Committee,

• Australian Unions,
  - FAUSA
  - Australian Teachers Union

• Council for Aboriginal Reconciliation,
Table 3:

DRAFT SUBJECT IMPLEMENTATION GUIDELINES

These guidelines have been developed to assist universities to effectively implement a mandatory Aboriginal Studies and Torres Strait Islander Studies subject in teacher education courses in consultation with Aboriginal organisations and the university Aboriginal community.

Aboriginal input into the subject delivery is essential. Aboriginal input can take many forms and it is useful for universities to consider utilising the varied expertise available within the Aboriginal community and the Aboriginal university community.

Aboriginal Studies and Torres Strait Islander Studies is defined as the study of Aboriginal and Torres Strait Islander history, society and culture, both as a subject in its own right and as perspectives incorporated into all curriculum areas at all levels (Aboriginal Studies Association (ASA), 1992, p. 1). It is the "study of history, cultures, languages and lifestyles of Aboriginal and Torres Strait Islander peoples, both prior to and following European colonization in a context which places emphasis on understanding of issues central to Aboriginal and Torres Strait Islander contemporary society and on their relevance to the total Australian community. Its contents are descriptions, insights and explanations of human experience derived both from Aboriginal and non-Aboriginal sources" (Commonwealth Aboriginal Studies Working Party, 1982, p. 16).

Experienced Indigenous and Non-Indigenous lecturers should be invited to participate in subject delivery of the Aboriginal Studies and Torres Strait Islander Studies subject. However, only
indigenous lecturers should teach cultural studies aspects of the subject as they are the most experienced and appropriate teachers of this component.

Universities need to be aware that Elders and other Aboriginal persons are perceived by Aboriginal communities as community cultural educators with varying degrees of knowledge which is considered important for the effective implementation and delivery of the subject.

To ensure successful implementation of a mandatory Aboriginal Studies subject Universities need to consider:

- The essential nature of Aboriginal input into subject delivery.

Sources of Aboriginal input are already available to universities. For example: Aboriginal lecturers in university Aboriginal Education Centres, other Aboriginal university lecturers, local university Aboriginal Elders and community members, Aboriginal educators employed by state Departments of Education, Aboriginal guest lecturers and representatives of Aboriginal organisations. Such input readily conveys Aboriginal perspectives and ensures a balance of Aboriginal and Western methodology is presented.

- Careful selection of capable academic staff to co-ordinate and implement subject delivery.

As the subject is designed for student teachers, involvement of Teacher Educators is essential. Where Non-Aboriginal Teacher Educators are involved in either subject delivery or co-ordination it is important to select capable academic staff who are genuinely sensitive to Aboriginal people's perspectives and informed in regards to Aboriginal Studies content. Experienced Aboriginal people, for instance, Aboriginal lecturers already employed by universities in Aboriginal Education Centres should be invited to assist in selecting capable staff to deliver the subject.

- Training and Inservicing of academic staff.

University Aboriginal Education Centres and experienced Aboriginal people and where appropriate Non-Aboriginal personnel should be consulted and involved in such inservicing.

- The importance of seeking Aboriginal assistance in planning and evaluating the programme.
Universities can seek assistance from Aboriginal lecturers in University Aboriginal Education Centres, Aboriginal tutors, local Elders and community representatives and Aboriginal students.

• Modifying subject material developed by the Steering Committee to suit specific university Teacher Education Courses and regional needs in consultation with Aboriginal organisations, local Aboriginal community members and Aboriginal Education Assistants.

The guidelines developed by the Steering Committee should be modified in consultation with each university's consultation sources to ensure the subject meets your regional needs. Aboriginal lecturers in University Aboriginal Education Centres can provide valuable advice on consultation procedures.

• The subject to be a basic introductory subject and not an end in itself.

In addition to a discrete subject student teachers should be taught Aboriginal perspectives as a component of their course work in all Key Learning Areas of the Teacher Education curriculum.

• A minimum delivery time of 3 hours face-to-face per week over a 14 week university session.

Table 4:

DRAFT RESOURCE STRUCTURE

This resource will serve as an introductory reference for student teachers. For every University subject student teachers do they are usually assigned required reading from a particular book. As we need to ensure the material is open ended and introductory in nature the resource will be an introductory reference rather than a textbook.

Each chapter will refer students to existing literature and provide an overview of the particular topic discussed. The reference resource should help students understand each topic discussed by providing an overview of the area and references to further reading.
Lecture content will parallel the content as in the introductory reference resource hence it is critical to ensure key content areas student teachers should be introduced to are contained in the reference resource.

A second reference book will be developed in loose leaf form with references to selected readings that can be updated by Aboriginal organisations, community members and lecturers on an ongoing basis so that reference material does not become outdated.

PROPOSED TITLE

A NEW PARTNERSHIP:

AN INTRODUCTION TO UNDERSTANDING AND TEACHING ABORIGINAL STUDIES AND TORRES STRAIT ISLANDER STUDIES

PREFACE:

CHAPTER 1:

. A Living Culture

Aboriginal and Torres Strait Islander people today
- achievements
- diverse lifestyles.
- Achievers and their contributions to Australian society (e.g. writers, actors, artists, dancers, educators, sports people, journalists; including community members).
- Initiatives undertaken by various Aboriginal communities .

The Land our Mother

- The nature of the special relationship Aboriginal people have with their land and the sea.
- Spirituality.
- Reciprocal rights and responsibilities, cultural mores and laws.
- Land and water management practices
- The importance of the land and sea to Aboriginal people today

Maintenance & Reaffirmation

- Cultural maintenance, reaffirmation and survival.- educating young people.
- Dynamics of maintaining Aboriginal and Torres Strait Islander culture.
- Preservation & learning of Indigenous languages etc..
- Contemporary Aboriginal society within the context of a rapidly changing Australian society.
- Contributions of other organisations (e.g. NSW Department of School Education, Universities).

CHAPTER 2:

Aboriginal Studies and Torres Strait Islander Studies: A National Priority!

Definition and discussion of who Aboriginal people are and what Aboriginal Studies is

The Rationale for teaching Aboriginal Studies

- The benefits of teaching Aboriginal Studies
  - to enhance an appreciation of Aboriginal and Torres Strait Islander cultures.
  - to foster cultural respect..
  - to change misinformed attitudes.
  - to eradicate racism.
  - to promote Social Justice.
- to take responsibility for shaping the future (Not about blame for the past but taking responsibility for the future).

- by learning the positive aspects of Aboriginal social, economic and political structures the wider Australian community may enhance itself with alternatives that create a more balanced society totally committed to the development of a more equal and just society for all Australians.

- Government Policies

-'Educating for the Future' recommendations from the Deaths in Custody Report.

-'Aboriginal Reconciliation Act'.

-'Commonwealth Anti-Discrimination Act'.

-'NSW Anti-Discrimination Act'.

- Curriculum requirements

National

- National Aboriginal and Torres Strait Islander Education Policy.

- Common and Agreed National Goals of Schooling (Australian Education Council).

- A Document of Understanding (Catholic Education Commission).

N.S.W.

- Aboriginal Education Policy (NSW Department of Education) and Support Documents:

  - Guidelines for teaching Aboriginal Studies,

  - The Effects of Culture Contact on Aboriginal Australia,

  - The Aborigines in Australian history: Some Background Notes for N.S.W. Teachers,

  - Aboriginal Australians: A Preliminary Chronology,
~Strategies for Teaching Aboriginal children.

- Human Society and its Environment K-6 Syllabus Draft (Board of Studies).

(States Other than NSW will be invited to provide information for this section)

School Policies

- Add a sample school policy.

Indigenous Education Policies of other Organisations

- Aboriginal Education Policy (N.S.W. Teachers Federation).
- Aboriginal Education Policy (Australian Teachers Union).
- NSW Joint Council of Professional Teacher Associations

National Curriculum Initiatives

- Studies of Society and Environment.
- National Principles for Aboriginal Studies and Torres Strait Islander Studies.

CHAPTER 3.

Misconceptions and Stereotypes: It's time for a change

Misconceptions and stereotypes

- Discussion of how misconceptions and stereotypes adversely affect Aboriginal and Torres Strait Islander people today.

- Discussion of how misconceptions and stereotypes evolved due to institutional and cultural racism in our historic past and
continue in today's society due to the same factors. Role of Terra Nullius and White Australia.

- Debunking common misconceptions and stereotypes about Aboriginal and Torres Strait Islander history, and culture. Incorporate a chart of common myths and the true facts that 'debunk each myth (e.g. NSW Aboriginal Lands Council myths, Federal Government's Mabo Myths' and 'Rebutting the Myths' documents).

- Avoiding the creation of the new 'noble savage'.

Handling sensitive issues

- South Australia has information developed in consultation with community groups on how teachers need to go about handling sensitive issues

Appropriate terminology for teaching Aboriginal Studies

- The importance of using appropriate terminology when teaching Aboriginal Studies to avoid conveying misconceptions and stereotypic information and to avoid giving offence.

- The importance of consulting with local Aboriginal community groups about the terminology they would like to see used in schools.

- A discussion of a chart of example generic appropriate terminology for the teaching of Aboriginal Studies and Torres Strait Islander Studies will be included for student teacher reference.

CHAPTER 4:

The history of racism in education

The history of racism of Aboriginal Studies in education

- Schools, teacher education institutions, universities.

- The history of how Aboriginal children have been treated in educational institutions.
- Sub-standard curriculum.
- Untrained teachers.
- Mission schools.
- 1972 deletion in the teacher's handbook.
- Attitudes towards Aboriginal children.

Recent initiatives and developments

- Aboriginal initiatives and pressure - AECGs, NAEC
- New initiatives by governments and education authorities
- Culturally relevant curriculum pertaining to Aboriginal children's needs.

Future Directions

- Need for all children to study Aboriginal Studies.
- Need for perspectives to be incorporated across the curriculum in an appropriate manner rather than a tokenistic one.
- Need for Schools of Teacher Education to teach the teachers.

CHAPTER 5:

Encounters in time: Archaeology, Anthropology - An Aboriginal perspective

Content to be discussed with Aboriginal Archaeologists.

CHAPTER 6:

TERRA NULLIUS: INVASION AND COLONISATION

Aboriginal people's reflections on and interpretations of history need to be stressed throughout chapters 5-7. (i.e. reflections and interpretations of the historic past's effect on living Aboriginal and Torres Strait Islander cultures through the eyes of Aboriginal and Torres Strait Islander community members, and through the work of Aboriginal artists, poets, and historians).

Invasion was years ago but colonisation continues and it does matter now

- An explanation of how invasion has adversely affected
Aboriginal people today. Including reference to the current statistics.

- Quotes from living people reflecting on the effects of invasion ands colonisation.

- An explanation describing the need for Non-Aboriginal people to understand the true history of Australia to understand how Australian society came to be the way it is today (i.e. history as the cause).

Terra Nullius-the beginning of the legal fiction and denial of Aboriginality

- The history of Terra Nullius in European international law
  - Cook going against his instructions on the basis of the lie of Terra Nullius.
  - Consequences of this lie on Aboriginal people historically and today (e.g. denial of humanity and even existence, impact on Aboriginal and Torres Strait Islander cultures).

The end of the lie of Terra Nullius

- Oodgeroo Noonuccal's (Kath Walker's) campaign.

- The High Court (Murray Island case) decision.
  - responses by Aboriginal communities and Non-Aboriginal communities.
  - basis of fostering a new partnership and reconciliation.

Effects of Invasion

- The nature of invasion
  - the nature of Aboriginal Australia - over 500 separate peoples
  - war on the moving frontier,

- responses to invasion
  - resistance from the beginning
  - accommodation and other arrangements, eg. Bennelong, Batman treaty.
  - heroes and supporters.
• denial of human rights and genocidal attitudes
  - massacres
  - poison
  - denial of property rights
  - exclusion from 'society'.

• impact of invasion on past and present Aboriginal and Torres Strait Islander societies.
  - racism and 'disadvantage'-the statistics
  - deaths in custody

CHAPTER 7:

GOVERNMENT POLICIES: A HISTORY OF SPECIAL TREATMENT

White Australia

- Government policies (Paternalism, Protectionism, Assimilation, Integration).
  - missions.
  - protestors.

- The stolen generations.

- consequences for past and living Aboriginal and Torres Strait Islander societies.

Political action

- Disadvantage and differential treatment as the cause of political action.

- Political action from the beginning of invasion to point out that it is not just a recent course of action.

- The role of Indigenous organisations.

- An overview of Land and Water Rights Campaigns

CHAPTER 8:

ABORIGINAL HISTORY IS AUSTRALIAN HISTORY
Indigenous history is Australian History.

• Failure of education systems to teach Indigenous history as a component of Australian Studies (i.e. Recognition that White Australia has a Black history, racism by omission).

• Failure to recognise and include Aboriginal contributions to mainstream history (e.g. artists, trackers and guides, stockmen, war service, writers, sports people).

• Consequences of this on self image of Aboriginal people and resolve to right the wrongs.

CHAPTER 9:

• Community involvement-It's essential

The Rationale

• Explaining why community consultation and involvement are essential.

Benefits of community involvement

The Importance of wide consultation.

- Consulting a diverse range of people in the local Aboriginal and Torres Strait Islander community.

- Recognising and respecting a diversity of Indigenous people's viewpoints.

Procedures and ethics.

- The importance of involving the local Aboriginal and Torres Strait Islander community from the beginning of school policy development.

- Respecting Aboriginal and Torres Strait Islander cultural values (e.g. reaching consensus).

- Allowing adequate time for decision making.
- meeting members of the local Aboriginal and Torres Strait Islander community in an environment that is culturally appropriate to/comfortable for them. Understanding that Aboriginal people may not be comfortable in school or institutional places.

- being aware of factions within the Aboriginal and Torres Strait Islander community and avoiding identifying with one faction or solely one family to present the viewpoints of the entire local Aboriginal and Torres Strait Islander community.

- respecting the validity of Aboriginal and Torres Strait Islander language styles.

- recognising ownership of information (e.g. acknowledging sources, seeking communities' permission to publish or photocopy information conveyed - and for all future uses).

- avoiding mentioning the names of deceased people in Aboriginal and Torres Strait Islander communities where appropriate.

- payment of Aboriginal and Torres Strait Islander community educators.

- ensuring Aboriginal community members are not made to feel pressured to be involved.

Community contacts.

- the role of the Aboriginal Education Assistant (AEA) and the Aboriginal Resource Teacher.

- local, regional and state organisations that can assist teachers to contact local community groups (e.g. local or regional AECGs, local Land Councils, Regional Aboriginal Education Consultants and Community Liaison Officers, ASSPA Committees).

CHAPTER 10:

Teaching Resources

Sample Sources of Teaching resources

Human

• Aboriginal and Torres Strait Islander input.
• Aboriginal and Torres Strait Islander people.

- members of the local Aboriginal and Torres Strait Islander community.

- guest Aboriginal and Torres Strait Islander community educators.

- guest Aboriginal and Torres Strait Islander speakers (e.g. community members, poets, artists, actors, journalists, lawyers etc.).

- Aboriginal Education Assistants (AEA's) and Aboriginal Resource teachers.

- Aboriginal and Torres Strait Islander organisations (local, regional, state and national levels).

The role of Indigenous Education organisations in supporting teachers

• e.g. NSW AECG, Aboriginal Education Unit, Australian Institute of Aboriginal and Torres Strait Islander Studies.

Aboriginal and Torres Strait Islander organisations

e.g. N.S.W. Lands Council, Aboriginal Legal Service, Aboriginal Medical Service, Aboriginal Arts Board.

Professional Associations

• Aboriginal Studies Association.

Multi-media resources.

• videotapes (e.g. Film Australia).

• posters.

• books.

• teaching kits.

Resource Centres.

• Aboriginal and Torres Strait Islander resource centres (e.g. local centres, museums, art galleries)
• Educational Resource Centres.
  - Departmental Aboriginal and Torres Strait Islander Resource Centres.

Publishers
• Blackbooks.
• Aboriginal Studies Press.
• Australian Bureau of Statistics.

Institutions
• Museums.
• Libraries.
• Art Galleries.
• Archives.

CHAPTER 11
. Facilitating learning

Understanding the role of the teacher as a facilitator
• respecting the expertise of Aboriginal people
• respecting Aboriginal forms of knowledge and ways of knowing
• recognising the diverse views of Aboriginal and Torres Strait Islander peoples.
• allowing a diversity of views based on rational argument.
• fostering commitment for taking responsibility for the future whist avoiding feelings of guilt for the past

Appropriate Teaching Strategies
• Utilising a variety of techniques, including Aboriginal pedagogy:
  - inquiry learning.
  - fostering research skills.
- the value of roleplay (N.B. need for sensitivity).
- co-operative group techniques.

Sample Teaching Strategies

- Reinterpreting history.

- teaching pupils to stand on the shore rather than the ship (i.e. teaching how to examine history from the other side of the frontier Australia rather than Britain).

- teaching pupils to avoid past inaccuracies (e.g. failure to include Indigenous people's experiences and interpretations of Australian history, the superficial examination of pre-invasion Aboriginal and Torres Strait Islander society, Eurocentric frames of reference).

- Rectifying ignorance.

- establishing an accurate knowledge base with an appropriate frame of reference on which to form attitudes and values.

- Aboriginal people's views of pre-invasion Aboriginal Australia

Inviting Aboriginal and Torres Strait Islander Community Educators.

- Who are Aboriginal community educators (e.g. Aboriginal artists in residence, community members etc.).

- The benefits.

- Types of teaching and learning activities presented.

- Previsit preparation and post-visit activities.

- Payment of Aboriginal and Torres Strait Islander community educators.

Incorporating Aboriginal and Torres Strait Islander Perspectives

- Why incorporating Aboriginal perspectives across the curriculum is critical.

- need to avoid tokenism

- How Aboriginal community can assist.

- Discussion of sample successful incorporation of Aboriginal
perspectives in each of the Key Learning Areas.

Anti-racist teaching strategies

What is racism

How has racism developed in Australia?

Strategies for overcoming racism

What are anti-racist teaching strategies?

Why use anti-racist teaching strategies?

An overview of some effective strategies.

Evaluation

- units, children's knowledge, skills and attitudes, appropriate outcomes.

CHAPTER 12:

An introduction to Pedagogy for Aboriginal and Torres Strait Islander Children

Teaching Aboriginal and Torres Strait Islander Children.

- acceptance of Aboriginal English and Torres Strait Islander English as a basis for learning.

- supporting and enhancing pride in cultural heritage, strategies for schools.

- recognition of the impact of culture on some Aboriginal and Torres Strait Islander's children's behaviour (e.g. avoidance of eye contact with teacher as a sign of respect).

- encouraging community involvement.

CHAPTER 13:

Teaching Comparative Studies
Who are the World's Indigenous Peoples

A summary of who they are including a map of where they live.

The similarity of Indigenous Peoples Experiences of Invasion

- An overview of similar historic events in other countries.

A Case Study of Some other Cultures of Indigenous Peoples

• e.g. Native Americans, Inuit (Eskimoes), The Sami.

CHAPTER 14:

A New Partnership

How did the policy of reconciliation emerge.

How will reconciliation improve Australian society

What is the role of the Council for Aboriginal Counciliation

How can teachers contribute to reconciliation.

• The role of education in the process of reconciliation.

• Australian society in the year 2001

-Self-determination?
- Reconciliation?

References


