Welcome to Country & Acknowledgement of Country

Guidelines and Protocols for NSW Public Schools and TAFE NSW Institutes

Working with Aboriginal Communities
A Guide to Community Consultation and Protocols
Memorandum to Principals: Update on NSW syllabuses incorporating the Australian curriculum

The Board of Studies NSW is responsible for developing, in close consultation with teachers and other stakeholders, the mandatory curriculum, K–12, to be taught in NSW schools. Teachers and administrators from all school sectors should refer to communication and advice from the Board when planning their teaching programs based on Board syllabuses.

24 July 2013
NSW Education Act (1990) excerpt:

6 Objects for administration of this Act or of education

(f) provision of an education for Aboriginal children that has regard to their special needs,
(g) development of an understanding of Aboriginal history and culture by all children,
Melbourne Declaration (MCEETYA, 2008)

...Australia has failed to improve educational outcomes for many Indigenous Australians and addressing this issue must be a key priority over the next decade (p5)
‘The NSW education community also strongly supports Aboriginal and Torres Strait Islander history and cultures as crucial features in any curriculum that is defined as national or Australian. This content should be included in an authentic and substantive way, wherever appropriate.
Engagement with, and knowledge of, Aboriginal and Torres Strait Islander history and cultures is integral to the education of Aboriginal and Torres Strait Islander students and essential for the education of all Australian students.

The process for the inclusion of this content must have close and careful regard to the views of Aboriginal communities, and the organisations that represent them’.
Inquiry topics
Inquiry topics

- Aboriginal governance
- Cultural heritage protection – consultation, protocols
- Government policy and impact on Aboriginal capacity
- Stolen Wages – history and current context
- Aboriginal engagement in the pastoral industries
- Mining and Aboriginal communities
Inquiry topics

- Native Title – benefits, processes and challenges
- Land Rights Act & LALCs – governance, current context
- Aboriginal and Torres Strait Islander entrepreneurship
- Constitutional reform
Case Studies: Business & culture

Local

Regional NSW
Sand Dune Adventures, Stockton http://www.sandduneadventures.com.au

Menindee Enterprise Park, Menindee: http://www.menindeeenterprisepark.com.au

Saltwater Freshwater Arts Alliance, Coffs Harbour: http://www.saltwaterfreshwater.com.au
Case Studies

Interstate:
Award for economic enterprise: mobile dialysis treatment, NT, WA

Additional resources: for teachers
Resources for Business Studies

Aboriginal Business Directory (NSW Trade and Investment):

Terri Janke and Company Lawyers & consultants - Publications

Registrar of Indigenous Corporations Top 500 report 2011-12:
Resources for Legal Studies


ANU Centre for Aboriginal Economic Policy Research (CAEPR) is Australia’s foremost social science research body focusing on Indigenous economic and social policy from a national perspective:
http://caepr.anu.edu.au

Engaging Indigenous Economy Conference
Engaging Indigenous Economy: Debating Diverse Approaches
A conference at The Australian National University, Canberra, 4–5 September 2014
Additional resources: for students
Aboriginal and Torres Strait Islander education resources for students

Younger student audiences:
Yarning Strong series by Oxford University Press
• Anthologies - Identity, law, family (2011).
• Pascoe, B. (2011). The chainsaw file

Older student audiences:
SLNSW HSC Aboriginal Studies Major Projects/Georgia Huggett (local business study):
Additional curriculum considerations
Aboriginal and Torres Strait Islander histories and cultures: Learning Across the Curriculum in NSW Syllabuses

Key considerations

• Relationships between local Aboriginal communities and schools
• *Cultural* quality assurance processes
• Effective[central] coordination of curriculum content
• Professional development of staff including cultural competencies
• Strategic engagement/ recruitment of Aboriginal staff
• School policy/guiding principles/protocols
Aboriginal English curriculum support resource

What is it?

Who speaks it?

Why do teachers need to know about it?

To be published by the Board in 2014
A Practical Guide to Teaching Aboriginal Languages

Suggestions for teaching language in a reclamation context

Digital footage of effective lessons

To be published by the Board in 2014

Article 3
Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.


Article 5
Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.


Article 20

1. Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.


Article 20
2. Indigenous peoples deprived of their means of subsistence and development are entitled to just and fair redress.

Contact:

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NSW Syllabuses and Learning Across the Curriculum in Aboriginal and Torres Strait Islander histories and cultures

Friday 16 May 2014

Chris Evans
Chief Education Officer
Aboriginal Education