

**Connect local learning with CROSS-CURRICULUM PRIORITY OF ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES**

**Source:** <http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures>

**KEY MESSAGES:**

- Aboriginal and Torres Strait Islander Peoples have longstanding scientific knowledge traditions that contribute to valuing, managing and guiding law and culture of custodianship of Country.
- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia
- Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
- Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.
- Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

**Engaging students in Aboriginal and Torres Strait Islander histories and cultures:**

Students gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.

**The Australian Curriculum: - ENGLISH**

English values Aboriginal and Torres Strait Islander histories and cultures. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies. All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

**The Australian Curriculum: MATHEMATICS**

Mathematics values Aboriginal and Torres Strait Islander histories and cultures. It provides opportunities for students to appreciate that Aboriginal and Torres Strait Islander societies have sophisticated applications of mathematical concepts. Students will explore connections between representations of number and pattern and how they relate to aspects of Aboriginal and Torres Strait Islander cultures. They will investigate time, place, relationships and measurement concepts in Aboriginal and Torres Strait Islander contexts. Students will deepen their understanding of the lives of Aboriginal and Torres Strait Islander Peoples through the application and evaluation of statistical data.

**The Australian Curriculum: [SCIENCE](#)**

Science values Aboriginal and Torres Strait Islander histories and cultures. It acknowledges that Aboriginal and Torres Strait Islander Peoples have longstanding scientific knowledge traditions. Students will have opportunities to learn that Aboriginal and Torres Strait Islander Peoples have developed knowledge about the world through observation, using all the senses; through prediction and hypothesis; through testing (trial and error); and through making generalisations within specific contexts. These scientific methods have been practiced and transmitted from one generation to the next. Students will develop an understanding that Aboriginal and Torres Strait Islander Peoples have particular ways of knowing the world and continue to be innovative in providing significant contributions to development in science. They will investigate examples of Aboriginal and Torres Strait Islander science and the ways traditional knowledge and western scientific knowledge can be complementary

**The Australian Curriculum: [HISTORY](#)**

History values Aboriginal and Torres Strait Islander histories and cultures. It celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians. Students will examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. They will learn about Aboriginal and Torres Strait Islander Peoples prior to colonisation by the British, the ensuing contact and its impacts. They will examine key policies and political movements over the last two centuries. Students will develop an awareness of the significant roles of Aboriginal and Torres Strait Islander people in Australian society.

**Walking and in camp, before birth and at play, teaching never ceased:**

*“The child is taught from a holistic point of view, and the example used is a tree. He is taught everything there is to know about the existence of that tree. When it blooms, the insects that live in its branches and bark, the birds and animals that use that type of tree only for food and shelter, what certain parts of the tree can be used (food and healing). Then he or she is taught about the surrounding vegetation, landscape, geology and climate. This method teaches the child about symbiosis, and how significant the relationship of one thing is to another, so as to gain a complete understanding of each of the organisms within the whole picture.”*

*“Ecological knowledge was unavoidably local [pre-contact 1788]. Season and circumstance compelled local adjustments, while plants and animals changed over their life cycles, eddies in place as well as time. People expected help from ancestors and totems, but help hinges on knowing country. What they knew decided how well they lived, sometimes whether they lived. ‘The main technology for the organization of country, Debbie Rose wrote, is and was knowledge. Knowledge is country-specific, and virtually the whole body of knowledge for any given country is related to the generation of life in and around that country.” (p. 145, 146 “The Biggest Estate on Earth – How Aborigines Made Australia, Bill Gammage pub 2012)*

**CONNECT OVER THE PAGE TO LOCAL INDIGENOUS EDUCATORS and ESSENTIAL PROGRAMS**

**Sunshine Coast Region**

## LOCAL INDIGENOUS EDUCATORS AND PROGRAMS

- EASTIPS - [http://deta.qld.gov.au/indigenous/pdfs/eatsips\\_brochure.pdf](http://deta.qld.gov.au/indigenous/pdfs/eatsips_brochure.pdf)
- Indigenous Schooling Support Unit - <http://www.learningplace.com.au/ea/issu-csq>
- North Coast Region Indigenous Education Unit  
<http://community.sunshinecoast.qld.gov.au/directory/north-coast-region-indigenous-education-unit>
- Primary Connections – Small Study, Big Success  
<http://www.science.org.au/primaryconnections/indigenous/images/ip-report.pdf>
- Lyndon and Nicky Davis – Gubbi Gubbi Dance [www.gubbigubbidance.com](http://www.gubbigubbidance.com)
- Beverly Hand and Bianca Bond - Mimburi Upper Mary Aboriginal Association [mimburi@gmail.com](mailto:mimburi@gmail.com) 0422 564 509
- Kerry Jones – Bunya Bunya Country Aboriginal Corporation – 0401 205 367  
<http://healthywaterwaysawards.org/finalist/bunya-bunya-counry-aboriginal-corporation/>
- Zela Bissett *Bala ga lili* - AAEE paper Meeting Indigenous Learners Halfway – see Appendix
- Sunshine Coast Indigenous Education Symposium – Sunshine Coast University  
<http://www.usc.edu.au/university/news-and-events/events-calendar/>