

2021

ABORIGINAL EDUCATION PROPOSAL

» JALBA



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INTRODUCTION

Reconciliation through education is a crucial and ongoing process (Reconciliation NSW, 2021). Over the years, the significance of inclusion of Aboriginal and Torres Strait Islander histories and cultures has increased in the Australian Curriculum (Reconciliation NSW, 2021). Reconciliation through education is another approach that is used to strengthen relationships between the Aboriginal and Torres Strait Islander peoples and the non-Indigenous peoples (Reconciliation Australia, 2021).

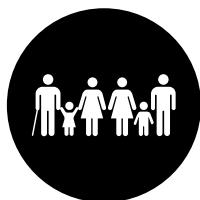
Furthermore, cultural reconciliation is essential to reduce the social isolation of the Indigenous community. As a result of Indigenous dispossession there are still conflicts between the Indigenous and non-Indigenous people.

In recent research, the Aboriginal and Torres Strait Islander high school students had highlighted their frustrations during their history lessons. One of the students had expressed their viewpoint by pointing out that history has always been taught from a ‘white perspective’, and that for a change, it should also be taught from the Aboriginal and Torres Strait Islander perspective (Ketchell, 2020).

Increasing Indigenous teachers and Elder teaching in Australian schools can play an effective role in the reconciliation process. The outcomes of the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) and the National Aboriginal and Torres Strait Islander Curricula Projects are examples of the effectiveness of this solution.

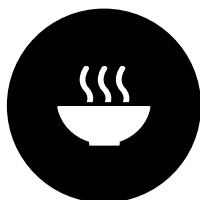
PRIORITY GOALS

From our proposal, there are several points to be made, having in mind previous projects. These include, the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) project, funded for the years 2011-2015, and the National Aboriginal and Torres Strait Islander Curricula Project, an ongoing initiative of the Australian Government, developed in conjunction with the University of Melbourne, alongside a partnership between the Indigenous Studies Unit. Our proposal hope to be able to improve upon these projects and answer these 3 pain points.



No. 01 — Acceptance of the Aboriginal community within the general public

Education is a key aspect of social inequity that is faced by the Indigenous and Aboriginal community, causing the disparity between the quality of life between this community and the general public. As a result, education can improve the quality of life for Indigenous people and help in the reconciliation process.



No. 02 — Knowledge of Aboriginal culture (expanding from colonialism)

Separating from the colonist perspective and narratives that have been associated with this minority would help the broader public have more understanding and empathy for the Indigenous. It has been reported that students feel as if history has always been taught from a 'white perspective', and that for a change, it should also be taught from the Aboriginal and Torres Strait Islander perspective.



No. 03 — Access to information about Aboriginal communities

Respect comes from mutual understanding and empathy, and increasing information about Indigenous culture in schools changes the narrative about Indigenous peoples and leads to increased respect and understanding.

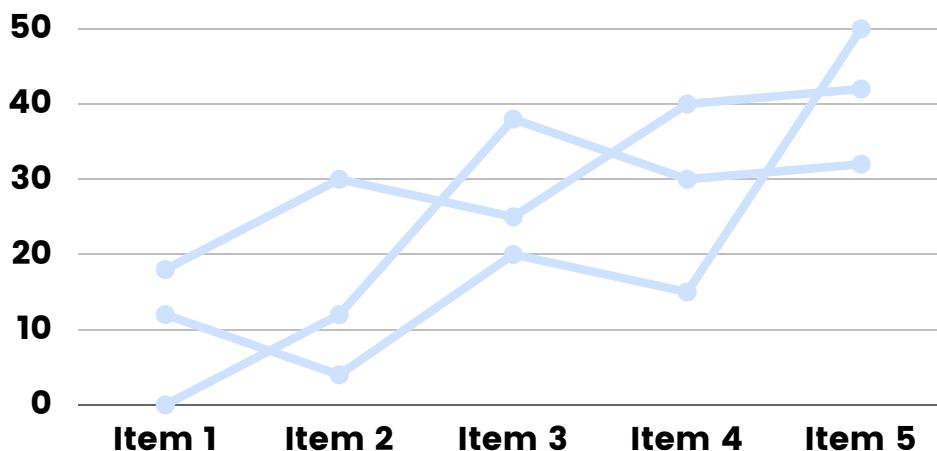
MEASURING PROGRESS

Main ways of recording progress includes:

- Surveys and rates that can be a measurable statistic in order to see the full impact/ effect of this solution. Over time this will cause for more public participation, support and engagement with the Indigenous community. For people at school to have more access points and opportunity to close the reconciliation gap.
- Have the capability of having minimal initial and on-going costs, alongside having a high success rate or evidence of its success.

Success will look like

Here, you can add a brief line explaining your data.



100

readers appreciate accurate information

100

readers appreciate accurate information

What should you be including in your SDG progress report? While there is no standard way of reporting on the Global Goals as of yet, here are a few methods to consider when presenting your data:

- **Key statistics** - your most important quantitative data
- **Key findings** - qualitative results from SDG-related projects or activities
- **Report cards** - criteria and grade assessments for transparent reporting
- **Infographics** - an organized snapshot of relevant data
- **Timelines** - a visual way to track progress over time

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IMPLEMENTATION PLAN

The first phase of implementing this program is to develop a guide for supporting students and utilising the increase in Indigenous representation in schools. A collaboration with Indigenous schools, students, and communities would best help to develop a plan that is well suited to the Indigenous community. For example, a finding of the MATSITI (More Aboriginal and Torres Strait Islander Teaching Initiative) was that students were thriving with the extra help, but didn't enjoy the cultural classes as much.

To maintain the program, and for it to expand, the support of the state government, both in principle, and financially, is key for the program's progression.

Enrolling schools who believe in the program and that they could implement it is important to build a consistent list of member schools who are dedicated to seeing the program through. An issue seen in the MATSITI was members who increasingly failed to attend meetings.

In the MATSITI it was found that the aforementioned reasons members failed to participate were issues such as transport to the venues. By working with schools to determine how to best help them stay in the program, the program is more likely to be fulfilled. For example, providing virtual ways to participate in meetings can help schools to stay up to date in ways that work for them.

There will be a longer phase of the implementation that includes schools phasing in more Indigenous teachers as and when non-Indigenous teachers leave, and implementing support strategies for students. In New South Wales the employment of Indigenous over non-Indigenous teachers is supported by the Teaching Service Act (1980).

The final phase of the implementation of this program involves maintaining this level of Indigenous representation and support of students, and data being collected. This will show where the program needs adjusting to better support students.

100%

Catch your reader's eye by highlighting one of your main points in this space.

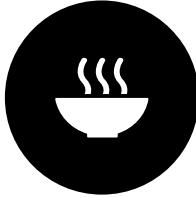
IMPLEMENTATION - 1

Where do you go from here? Sustainability reports are not just about looking back, but also looking forward. This SDG Progress Report is a continuous work in progress - a way for your organization to track its impact and improvements over time. This section outlines your strategy for continuing the good work done so far.



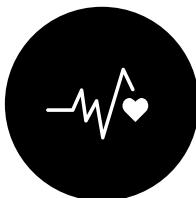
Working with and having Indigenous leaders to help guide this proposal further.

- Ensuring the main input and collaboration is done with Indigenous leaders and teachers in order to ensure we're hearing what they truly want to see change.



Implementation of the proposal in schools

- Employing new elder and Indigenous teachers
- More support provided to Indigenous students



Be accepted by the Indigenous community and the public and to be inclusive of Aboriginal culture

- Have staff be welcoming
- Display and use Aboriginal resources
- Invite Aboriginal elders
- Build relationships with local Aboriginal communities

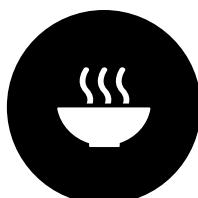
IMPLEMENTATION - 2

Where do you go from here? Sustainability reports are not just about looking back, but also looking forward. This SDG Progress Report is a continuous work in progress - a way for your organization to track its impact and improvements over time. This section outlines your strategy for continuing the good work done so far.



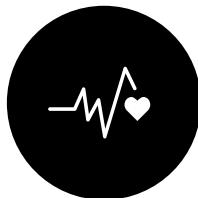
Students enjoyed / engaged with the increased support but not the cultural side

- Having something like the National Aboriginal and Torres Strait Islander Curricula Project where incorporating both Indigenous and Western teaching methods together rather than separate.



Lack of school engagement due to travelling times and distances

- Particularly in recent times more and more people are working virtually, so having that added communication between schools and the program.



Encouraging students to attend school

- If lessons were taught in both language with a strong focus on our culture
- Increase attendance to 85% by also Offering students incentives – e.g. vouchers in the community places

CONCLUSION

End your report with a review of the highlights, and a renewed commitment to continue working on making the SDGs attainable by 2030.



Summarize the key points here.

- Bullet points help!



Summarize the key points here.

- Bullet points help!



Summarize the key points here.

- Bullet points help!

A vision statement, call-to-action or quote from your leaders are powerful ways to conclude your progress report. Leave your audience inspired, and motivated to help your organization achieve its SDG-aligned goals!

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