

Incorporating Aboriginal and Torres Strait Islander Histories and Cultures in Languages

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Acknowledgement of Country

I acknowledge the Traditional Custodians of this land, the Wadjak Noongar people and their Elders past, present and emerging.

I also acknowledge all the Traditional Custodians across Australia of the lands that attendees are calling from and pay my respects to their Elders past, present and emerging.



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Aboriginal and Torres Strait Islander Histories and Cultures



The Aboriginal and Torres Strait Islander Histories and Cultures priority uses a conceptual framework to provide a context for learning. The framework comprises the **underlying elements of Identity and Living Communities** and the **key concepts of Country/Place, Culture and People**. Aboriginal and Torres Strait Islander Identities are represented as central to the priority and are approached through knowledge and understanding of the interconnected elements of Country/Place, Culture and People. The development of knowledge about Aboriginal and Torres Strait Islander Peoples' law, languages, dialects and literacies is approached through the exploration of Cultures. These relationships are linked to the deep knowledge traditions and holistic world views of Aboriginal communities and/or Torres Strait Islander communities.

Students will understand that Identities and Cultures have been, and are, a source of strength and resilience for Aboriginal Peoples and Torres Strait Islander Peoples against the historic and contemporary impacts of colonisation.

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Key Ideas

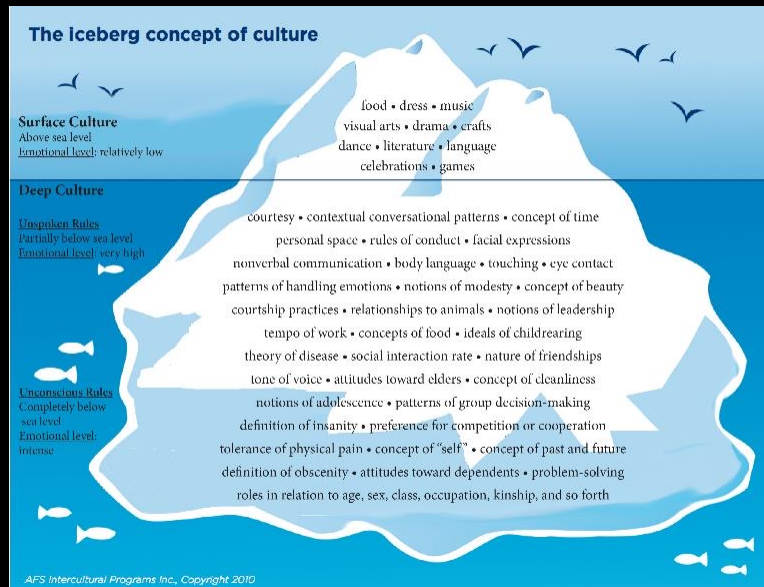
Key concepts

- The first key concept of the organising ideas highlights the special connection to Country/Place by Aboriginal and Torres Strait Islander Peoples and celebrates the unique belief systems that connect people physically and spiritually to Country/Place.
- The second concept examines the diversity of Aboriginal and Torres Strait Islander Peoples' culture through language, ways of life and experiences as expressed through historical, social and political lenses. It gives students opportunities to gain a deeper understanding of Aboriginal and Torres Strait Islander Peoples' ways of being, knowing, thinking and doing.
- The third concept addresses the diversity of Aboriginal and Torres Strait Islander societies. It examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander Peoples on a local, national and global scale.

Organising ideas

- For each cross-curriculum priority, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

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Organising Ideas

Code	Organising ideas
Country/Place	
OI.1	Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.
OI.3	Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
Culture	
OI.4	Aboriginal and Torres Strait Islander societies have many Language Groups.
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.6	Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.
People	
OI.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.
OI.8	Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.
OI.9	The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

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Languages

In all other language learning, there is scope for making interlinguistic and intercultural comparisons across languages to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

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Role of Language and Culture

- Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (Years F-2)
- Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas (Years 3 and 4)
- Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society (Years 5 and 6)
- Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages (Years 7 and 8)
- Analyse the ways in which choices in everyday language use reflect cultural practices and values (Years 7 and 8)
- Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning (Years 9 and 10)

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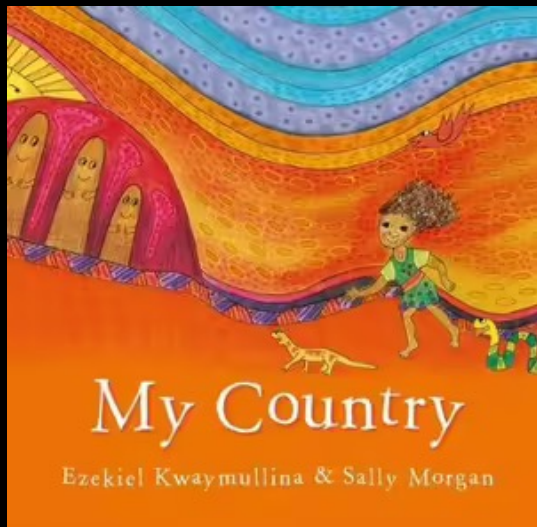


Christopher Pease, 'Nyooongar Dreaming', 1999, oil on canvas. State Art Collection, Art Gallery of Western Australia, purchased 2001.

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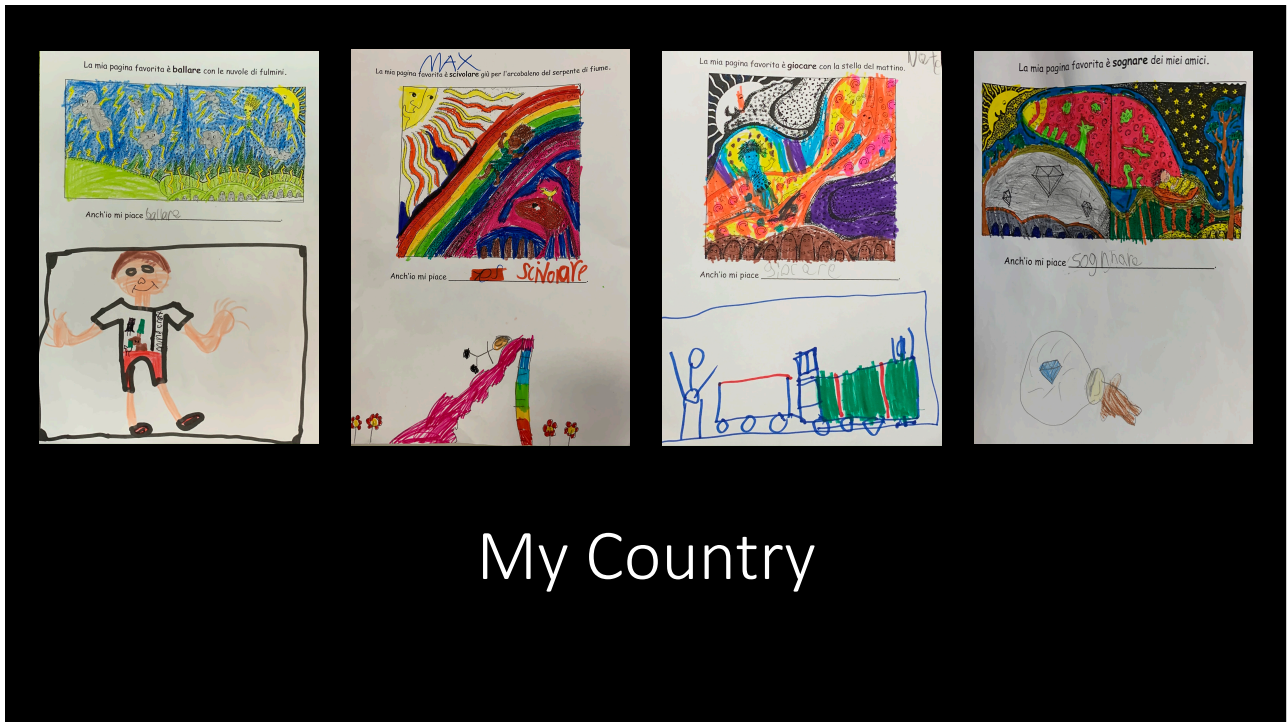


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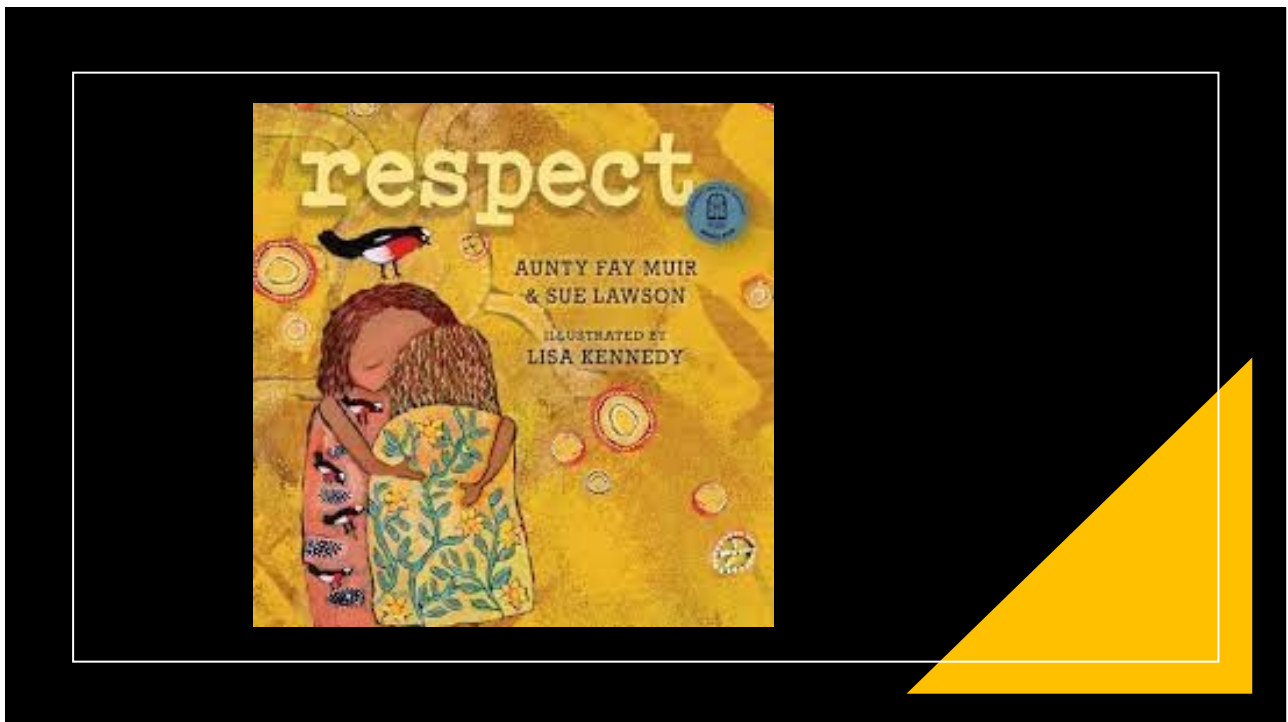
In my country I play with the
Morning Star



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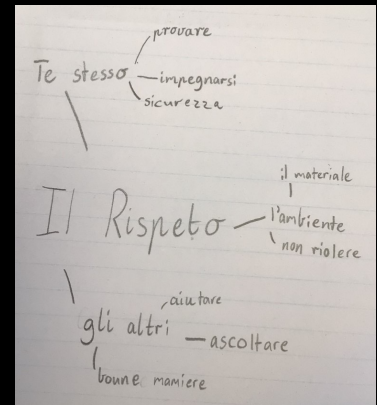
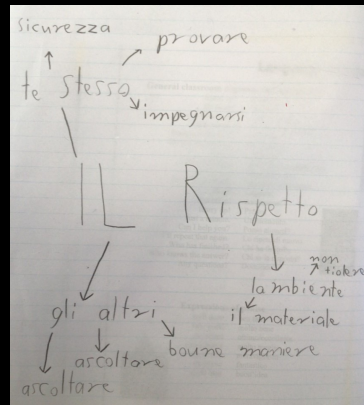
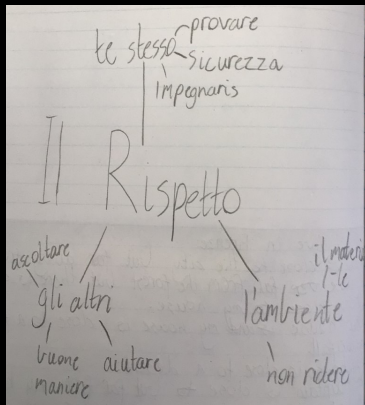
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Respect

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All About Me

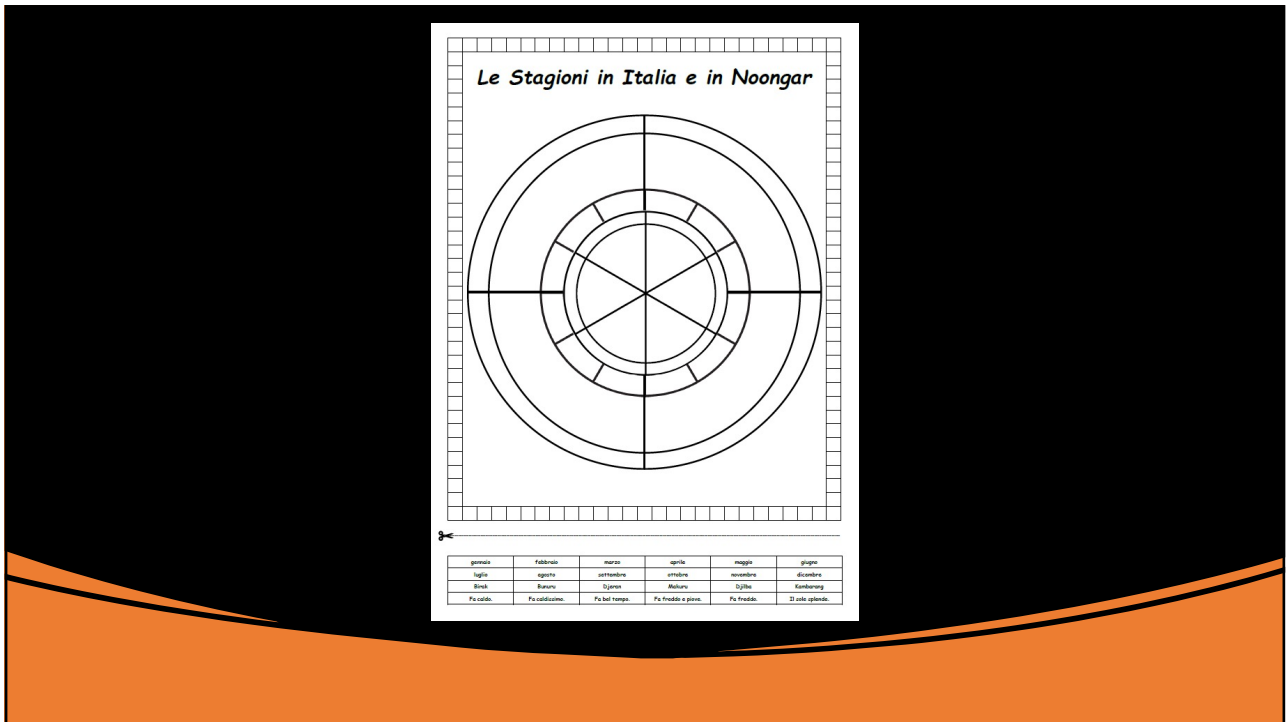
Mi chiamo William. Ho undici anni. Abito a Perth. Abito in una casa. Sono australiano.			
Mi chiamo Dana. Ho nove anni. Abito a Perth. Abito in una casa. Sono australiano.			
Mi chiamo Marco. Ho dodici anni. Abito a Milano. Abito in un appartamento. Sono italiano.			
Mi chiamo Stefania. Ho quindici anni. Abito a Bologna. Abito in un appartamento. Sono italiana.			
Mi chiamo Djarraly. Ho sette anni. Abito a Bityadango. Abito in una casa. Sono aborigeno.			
Mi chiamo Kirra. Ho cinque anni. Abito a Kurksu. Abito in un mia mia. Sono aborigeno.			

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Noongar Seasons



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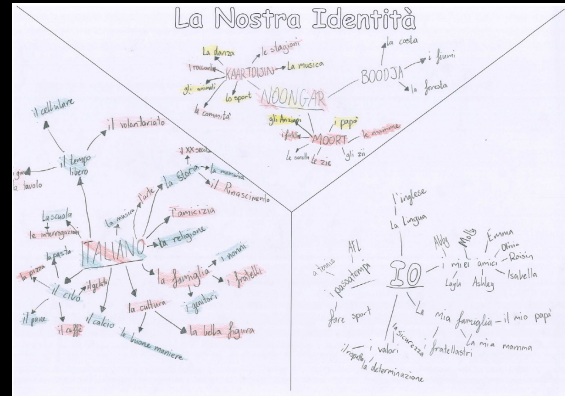
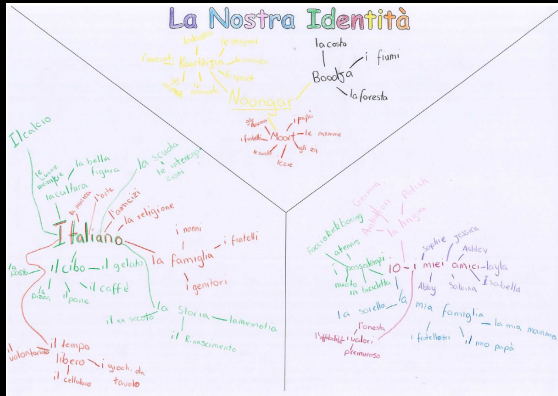
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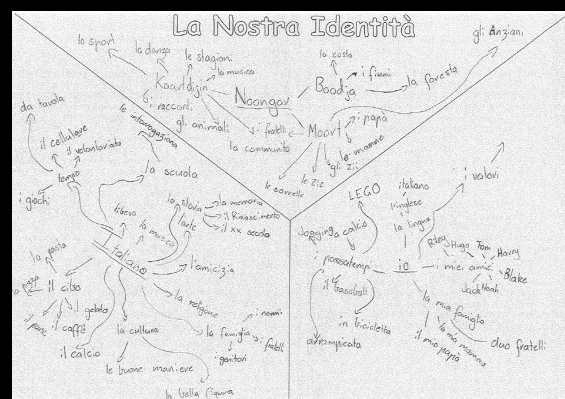
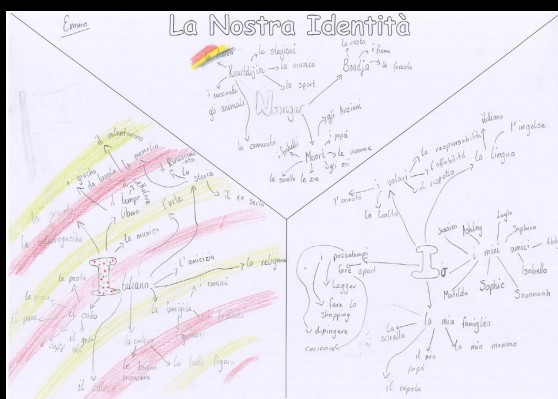
La Nostra Identità

Identity

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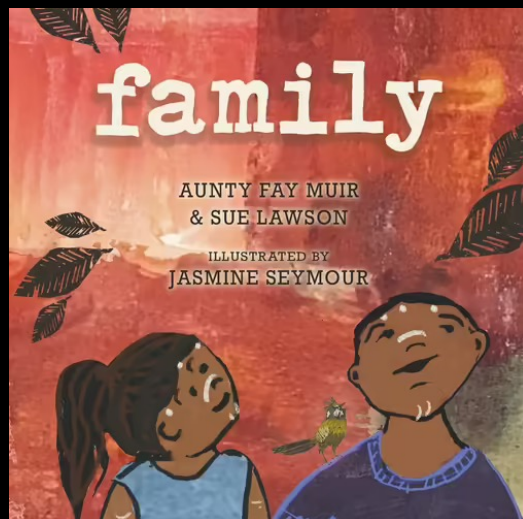


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Christopher Pease, 'Nyongar Dreaming', 1999, oil on canvas. State Art Collection, Art Gallery of Western Australia, purchased 2001.

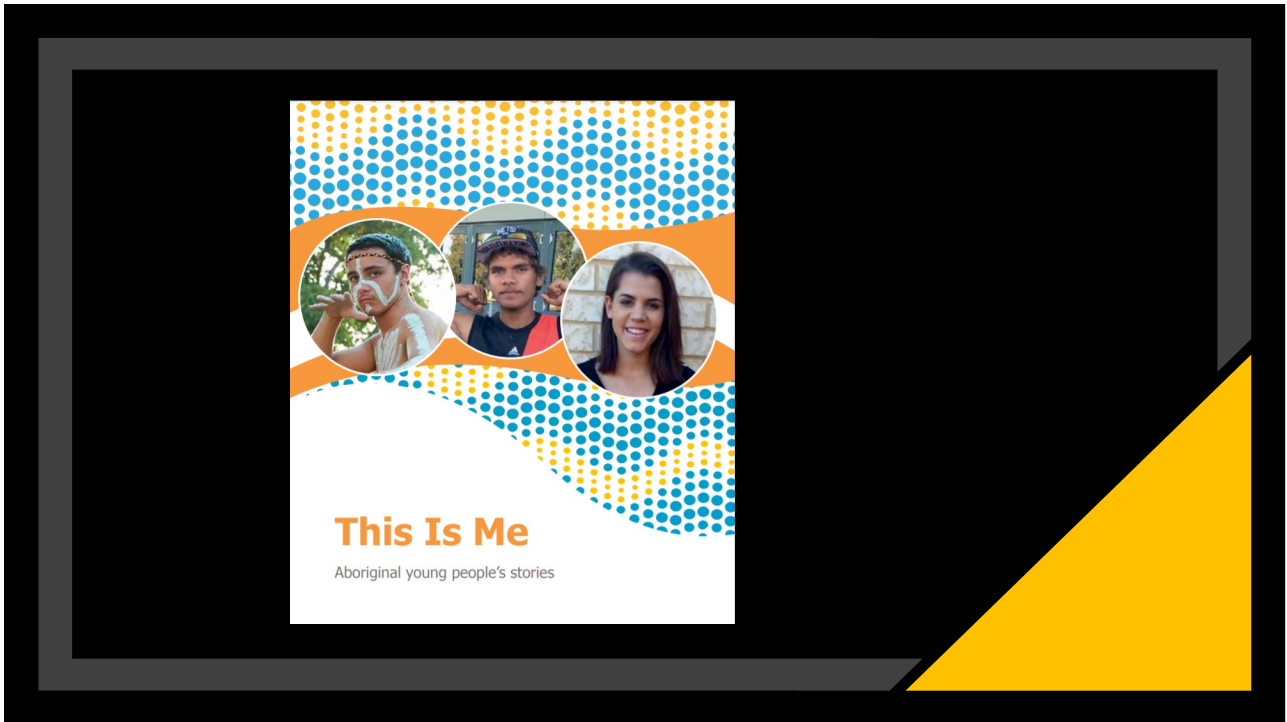
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Having the right attitude can help

Jacinta, 15, Busseton

One cool thing I've done as part of school was go on an exchange in Japan. We went to school with a Japanese student and followed them around so that we could experience their lives.

The culture was so different; I had such an amazing time. It was hard though because I don't speak any Japanese!

I'm not really sure what I want to do when I leave school, I'm still trying to decide; maybe like in media or a teacher or something.

I think everyone should be able to go to school. It gives you an education and gets you where you want to be.

Sometimes things like where kids come from, or the way they're brought up or financial issues can stop them though.

I think having the right attitude can help kids to do well too. You know, staying positive and helping others in the community and stuff. Having respect for yourself and others is also important.

I like living on the coast, there's always lots of activities on. We often go to the beach to swim and there are some really good snorkelling spots. Busseton is quite busy these days and is getting busier.

On the weekends I play hockey for a girls' team called the Cavaliers. I like it. People think it's a scary sport but I'm so used to it now.

I also like to hang out with my family and friends. I live with my two parents and two younger sisters.

We go on family outings sometimes, camping and fishing and telling stories together.

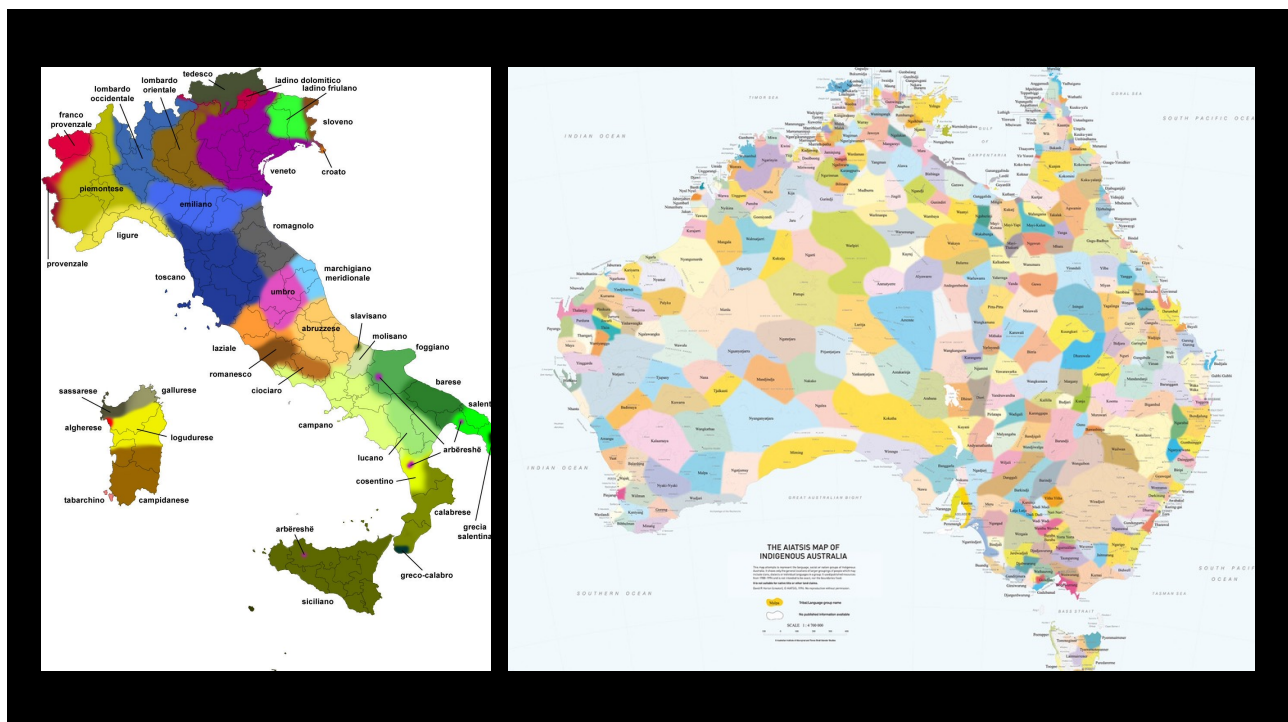
I love my family. They're important to me.

"I think everyone should be able to go to school. It gives you an education and gets you where you want to be."

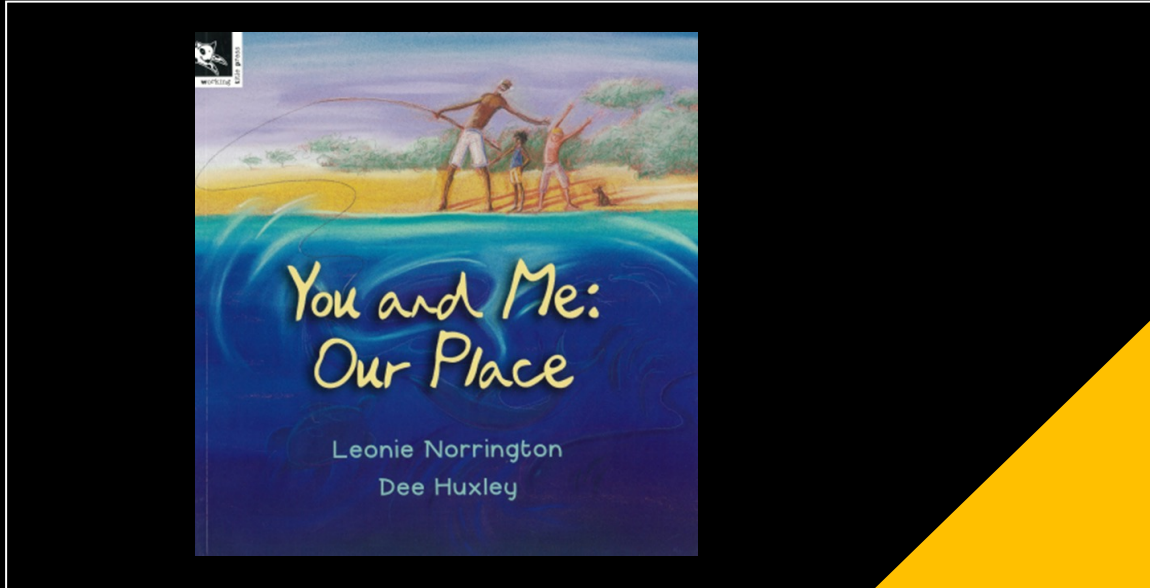


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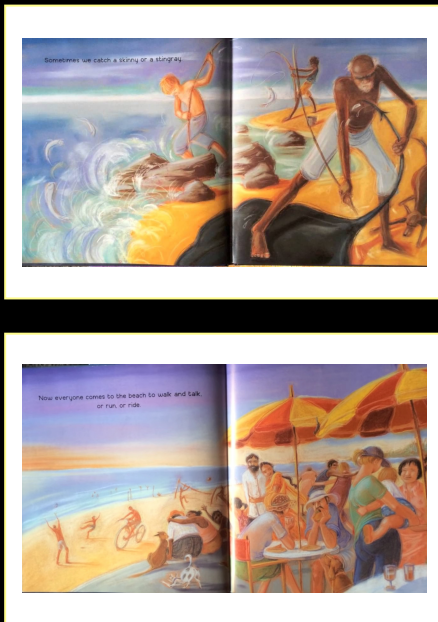
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Imaginative Texts

- My Country by Ezekiel Kwaymullina and Sally Morgan
- Look See, Look at Me by Leonie Norrington and Dee Huxley
- Respect by Aunty Fay Muir and Sue Lawson
- Family by Aunty Fay Muir and Sue Lawson
- Colours of Australia by Bronwyn Bancroft
- Shapes of Australia by Bronwyn Bancroft
- You and Me: Our Place by Leonie Norrington
- Big Fella Rain by Beryl Webber
- Big Rain Coming by Katrina Germein
- On the Way to Nana's by Frances and Lindsay Haji-Ali
- When I Was Little Like You by Mary Malbunka