



# ABORIGINAL EDUCATION 2021

## INFORMATION AND GUIDEBOOK

### EASTERN FLEURIEU R-12 SCHOOL

For further information contact:

Les Cameron (R-6) - [Les.Cameron134@schools.sa.edu.au](mailto:Les.Cameron134@schools.sa.edu.au)

Megan Wood (7-12)- [Megan.Wood688@schools.sa.edu.au](mailto:Megan.Wood688@schools.sa.edu.au)

Shaan Broadbent (Multi-campus) - [Shaan.broadbent477@schools.sa.edu.au](mailto:Shaan.broadbent477@schools.sa.edu.au)

Jo Thornley (Multi-campus) - [Jo.Thornley713@schools.sa.edu.au](mailto:Jo.Thornley713@schools.sa.edu.au)





## ABORIGINAL EDUCATION TEAM (R-12)

Across our R-12 School we spent a great deal of time in developing the new team titled Aboriginal Education . We are a team that are focussed on inclusivity and cultural respect at Eastern Fleurieu across Years R-12, collaborating with leaders, teachers, and the wider community.

This team includes:

**LES CAMERON** *Assistant Principal (R-6 Campus) / R-6 Aboriginal Education Teacher (AET)*

*I am a proud Ngarrindjeri woman. My role is to work alongside teachers and families to ensure Aboriginal students are reaching proficiency in Literacy and Numeracy, along with supporting wellbeing and academic achievement. I enjoy learning and sharing our Aboriginal culture and identity."*

**CHANTELLE GULLIVER/MEGAN WOOD** *7-12 Aboriginal Education Teacher (AET)*

*"In the role as an AET we focus on providing First Nations students opportunities to engage with their own culture, histories and perspectives assisting to develop their sense of identity. We assist students to understand their future pathways and support students, teachers and parents in ensuring academic success."*

**SHAAN BROADBENT** *Aboriginal Education Worker (AEW)*

*"I am an Iwaidja woman from the Northern Territory. I was born in Darwin but moved to Adelaide when I was very young. I work with First Nations students cross all EFS campuses (R-12) in the role as an ACEO. In my role I support individual Aboriginal students and their families within the school and preschool."*

**JO THORNLEY** *Aboriginal Community Education Officer (AECO)*

*"My family are Meintangk, part of the Ngarrindjeri Nation. As a ACEO I work with First Nations students and families across all Eastern Fleurieu sites. I assist students in their school studies and help them to understand their backgrounds. I also coach local Netball and Basketball and I enjoy helping our Aboriginal students outside of school."*

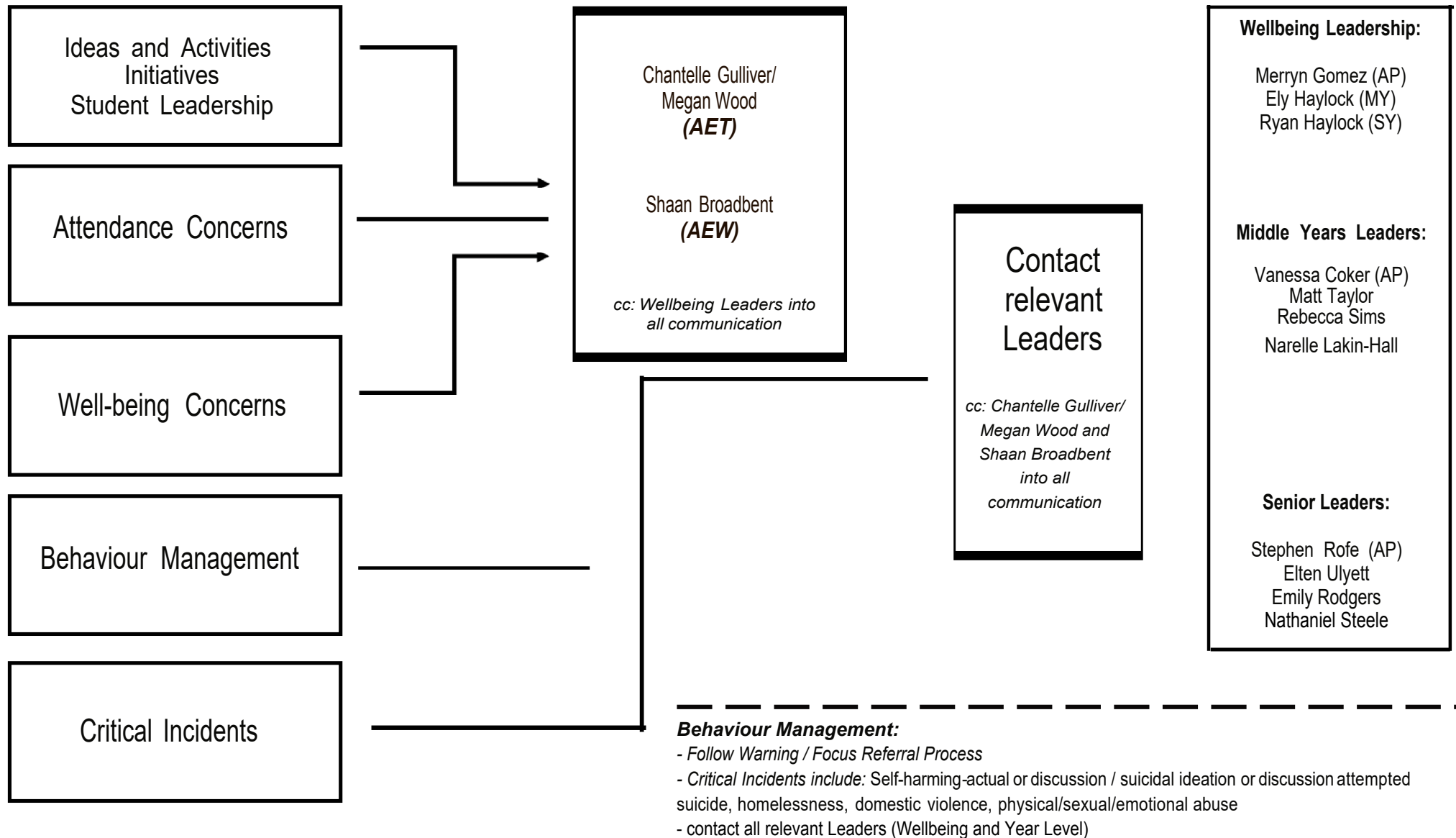


# ABORIGINAL EDUCATION TEAM (R-12)

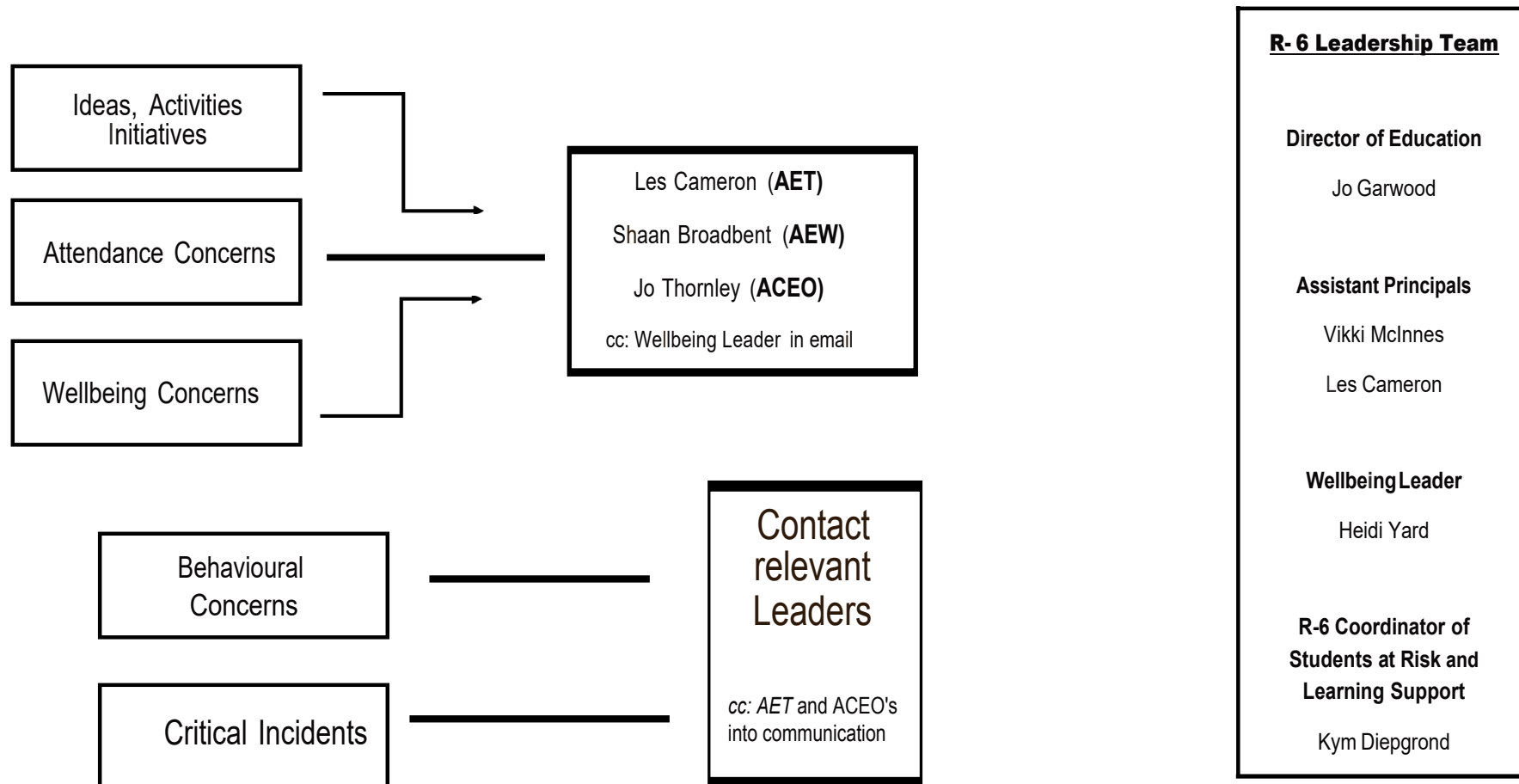
## RESPONSIBILITIES

TEAM MEMBER	RESPONSIBILITIES
ABORIGINAL COMMUNITY EDUCATION OFFICERS (ACEO):	<ul style="list-style-type: none"> <li>• working with teachers in the implementation of Aboriginal Cultural Studies and Aboriginal perspectives in curriculum design and delivery</li> <li>• administrative functions such as record keeping, reporting writing and maintaining files and information on Aboriginal students</li> <li>• contributing to site learning plans and individual learning plans to improve Aboriginal student social development, wellbeing and learning</li> <li>• helping teaching staff develop and maintain relationships with Aboriginal students, parents and families</li> <li>• promoting an Aboriginal community voice in educational decision-making</li> <li>• providing advice on the cultural diversity of Aboriginal groups.</li> <li>• development of school activities and programs</li> <li>• monitoring student attendance</li> </ul>
ABORIGINAL EDUCATION TEACHERS (AET):	<ul style="list-style-type: none"> <li>• collecting and analysing data to systematically monitor Aboriginal Student achievement</li> <li>• supporting the delivery of inclusive and contextual curriculum</li> <li>• monitoring of attendance</li> <li>• wellbeing and Learning Support</li> <li>• one Plan development</li> <li>• Aboriginal Education Team goal monitoring and development</li> <li>• budget management</li> <li>• development of school activities and programs</li> <li>• development and monitoring of ATSI student leadership programs</li> </ul>

# 7-12 NOTIFICATION PROCESS



# R-6 NOTIFICATION PROCESS



---

## Behaviour Management

- Follow R-6 classroom procedure, purple slip, NOOK/focus procedure
- Critical incidents include self-harm actual and/or discussion, suicidal ideation or discussion, attempted suicide, homelessness, domestic violence, physical, sexual, emotional abuse (contact ALL Leaders)

# INCLUSIVE PROCESSES

The following practices need to be upheld within our school to support inclusivity and respect towards First Nations peoples.

1

## LANGUAGE

### INCLUSIVE LANGUAGE GUIDE

Using respectful and inclusive language and terminology is an essential component of reconciliation.

#### WHEN REFERRING TO ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

##### PLEASE BE USING:

Aboriginal and Torres Strait  
Islander (using both together to  
be inclusive)  
First Nations and/or First Peoples  
Aboriginal and Torres Strait  
Islander histories/perspectives

##### TERMS TO AVOID:

Disadvantaged  
Aborigines  
native/native Australians  
lost (e.g. lost cultures)  
ATSI (Do not abbreviate)  
'Full Caste' or 'Half Caste'

##### **CAPITALISATION: WORDS THAT SHOULD HAVE CAPITALS**

Aboriginal and Torres Strait Islander  
First Peoples/Nations/Australians  
Indigenous (if appropriate to use)  
Elders  
Traditional Owners/Custodians  
Country and Language Groups  
Acknowledgement to Country/Welcome to Country

Please remember: When teaching Aboriginal languages, it must be taught by someone who has permission by an Elder or derives from that Nation. It is also encouraged to incorporate that language from the Country in your area, if possible.



# INCLUSIVE PROCESSES

## 2

### LESSONS AND TOPICS

If you are planning on conducting a lesson that covers topics including Aboriginal and Torres Strait Islander culture, history and peoples.

Please ensure that you:

- *(If required)* Consult with the Aboriginal Education team to ensure topics are respectful and appropriately presented
- Provide forewarning to Aboriginal and Torres Strait Islander students (especially if covering trauma related topics). This should also include a letter home to parents/carers of Aboriginal and Torres Strait Islander students.

## 3

### HOSTING EVENTS/ASSEMBLIES/MEETINGS

An Acknowledgment to Country or Welcome to Country should be conducted at the start of an event/assembly or important meeting.

An Acknowledgment to Country can be conducted by anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander people to Country.

A Welcome to Country can only be conducted by Traditional Owners/Custodians of the land on which the event takes place.

For a guide on how to conduct your own Acknowledgment to Country please see next page.



## There are three types of Acknowledgement of Country:

Generic — this should be used if you don't know the name of the people on whose land you are gathered, or if there are disputes about the land (multiple Aboriginal peoples identify as Traditional Custodians for that area). The words are:

'I would like to begin by acknowledging the Traditional Custodians of the land on which we <gather/meet> today and pay my respects to their Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples here today.'

Specific — this should be used where there are no disputes, and you know the name of the people on whose land you are gathered. The words are:

'I would like to begin by acknowledging the <insert name of people here (e.g., Ngunnawal)> people, Traditional Custodians of the land on which we <gather/meet> today and pay my respects to their Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples here today.'

General (Australia wide - webinar / website / printed material) - The words are:

'In the spirit of reconciliation, the [organisation] acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.'

### Advice from Reconciliation Australia

'There are no set protocols or wording for an Acknowledgement of Country, though often a statement may take the following forms.'

General: I'd like to begin by acknowledging the Traditional Owners of the land on which we meet today. I would also like to pay my respects to Elders past and present.

Specific: I'd like to begin by acknowledging the Traditional Owners of the land on which we meet today, the (people) of the (nation) and pay my respects to Elders past and present.

Example from [ReconciliationAustralia.org.au](https://www.reconciliationaustralia.org.au):

Reconciliation Australia acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.





# ACKNOWLEDGEMENT TO COUNTRY

Below is a pre-made one that you can use:

*We acknowledge Aboriginal people as the First Peoples and Nations of the lands and waters we live and work upon and pay respect to Elders past, present and emerging. We acknowledge and pay respect to both the Warki People of the Ngarrindjeri Nation and to the Peramangk people as the traditional owners of the land we share our R-12 School on today. We acknowledge and respect the deep spiritual connection and the relationship that Aboriginal and Torres Strait Islander people have to Country.*

Developed by Elten Ulyett (SY Leader 7-12 Campus)

Please also be mindful to ensure that whoever is presenting the Acknowledgment to Country is aware of how to pronounce names and words correctly.

*If unsure, please see one of the Aboriginal Education Team for clarification.*

# ACKNOWLEDGMENT TO COUNTRY ACTIVITY

## Ngarrindjeri/Peramangk Acknowledgement to Country

- Speaker: Nguldi arndu Nankeri nanggi nom  
Welcome, good day everyone
- Response: say Nankeri nanggi  
Good day
- Speaker: Namawi mitji (Name of Speaker)  
My name is (Name of Speaker)
- Speaker: We would like to pay out respects to our elders past, present and future and acknowledge the spiritual connection that our people have with this country. Ngarrindjeri Nation and Peramangk people have sacred knowledge of this land. May all of our ancestors watch over us as we meet here today.  
Nakan.  
See you again.
- Response: You reply Nakan.
- Speaker: Nginti Nankeri Namawi mitji (Name of Speaker)  
Hello My name is (Name of Speaker)  
This is a Ngarrindjeri/Peramangk Acknowledgement to Country
- Speaker: Nguldi arndu Nankeri nanggi nom  
Welcome, good day everyone
- Response: Nankeri nanggi  
Good day
- Speaker: Here is the Land (lower hands to ground)  
Here is the Sky (raise hands to sky)  
Here are my friends (hands out to group)  
And here am I (hands centre)  
We thank the Ngarrindjeri & Peramangk people for sharing their land.  
(Hands Up)  
(Hands down)  
We are on Sacred meeting ground.  
Nakan
- Response: Nakan

Please also be mindful to ensure that whoever is presenting the Acknowledgment to Country is aware of how to pronounce names and words correctly.

*If unsure, please see one of the Aboriginal Education Team for clarification.*

# KEY DATES IN 2021

Please be mindful of the following dates this year:

TERM:	EVENT:	DATE:
TERM 1	National Apology Anniversary	13 <sup>th</sup> February 2021
	National Close The Gap Day	21 <sup>st</sup> March 2021
TERM 2	Reconciliation Week	27 <sup>th</sup> May - 3rd June 2021
	NAIDOC Week	Week 11 (Dates TBA)
TERM 3	National Day of the World's Indigenous People	9 <sup>th</sup> August 2021
	Indigenous Literacy Day	4 <sup>th</sup> September 2021
	Anniversary of the UN Declaration on the Rights of Indigenous People	13 <sup>th</sup> September 2021
TERM 4	N/A	N/A

## IMPORTANT:

If racist or derogatory comments or conversations are overheard or occur at school, please follow this up immediately with relevant Leaders, Wellbeing Leaders and the Aboriginal Education Team.

This must be dealt with as soon as possible to ensure that we are maintaining a safe and respectful environment at the Eastern Fleurieu R-12 School.

Thank you.