

Friday, 25 November 2016

To: Standing Committee on Indigenous Affairs

Re: Interim Report: First Steps for improving educational opportunities for Aboriginal and Torres Strait Islander students

If the committee is sincere in its goal of ensuring "... that the educational system is adapted to their needs, delivering quality and accessible education, and preparing these students to be family, community and national leaders." Then, it must accept that Traditional Indigenous Education was delivered within a much larger Context than today's Education.

One of the key points of the Indigenous Context is the unequalled Unity and Connection felt by the children. This formed the foundation of all learning and interactions and enabled learning to occur through multiple modalities simultaneously.

Although this Unity and Connection to each other; to their family and communities and to country was greatly affected by the attempts of early Australia to assimilate the Indigenous Cultures, it has triumphed and must be recognised as the key to learning success and prosperity for every Indigenous child. A curriculum context that focuses on delivery methods rather than Connection will always fall short.

This context of an environment of Unity and Connection can only be legitimately created from within the Culture(s) of each community. From this context, all contemporary and traditional knowledge can be connected.

The Cultural Enhancement group has shared an ACARA recognised Culturally-centred curriculum with communities throughout Cape York and the NT with almost total acceptance and put forward that the context of such a Culturally-centred curriculum is what must be pursued rather than remaining within the narrow confines of delivery methodologies.

Finally, an Education option that has the capacity to accommodate all Culture(s) within each community as a teaching platform that can deliver and exceed all expectations is an option.

A Culturally-centred Curriculum

the Cultural Enhancement group