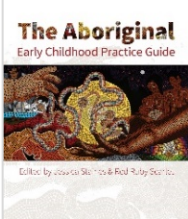



Henry Parkes Equity Resource Centre

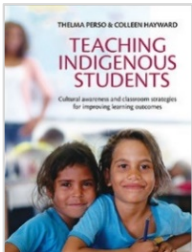
Aboriginal Education: Teaching and Learning

New and popular annotated bibliography

See [websites](#)

Resource cover	Annotated bibliography
	<p><i>The Aboriginal early childhood practice guide</i> by J. Staines & R.R. Scarlet. Erskineville, NSW: MultiVerse Publishing. 2018.</p> <p style="text-align: right;">ANF 371. 829 ABO</p> <p>Detailed advice is provided throughout this guide to assist educators to effectively implement Aboriginal perspectives in programs. Ways of authentically participating and being culturally responsive with Aboriginal community, students and families are given. Several successful programs are shared that demonstrate approaches to acknowledgment of country, reconciliation and connection to land and culture. Suitable for early childhood settings.</p>
	<p><i>Learning and teaching in Aboriginal and Torres Strait Islander education</i> by Neil Harrison & Juanita Sellwood. Victoria: Oxford University Press. 2016.</p> <p style="text-align: right;">ANF 371.829 PER</p> <p>A framework for teachers to implement ideas involved in Aboriginal education is contained in this third edition. Educational theory is balanced with practical teaching strategies. Included are: Torres Strait Islander perspectives; student voice on racism in schools; growing community partnerships; the Stolen Generation and its traumatic impacts; teaching creative arts and science; and Aboriginal and Torres Strait Islander education in urban areas. Embedded video links, personal accounts and narratives from contributors provide a variety of learning contexts. The</p>

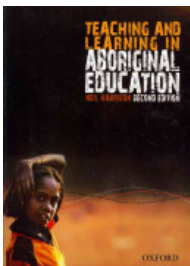
importance of understanding the local cultural background and identity of Indigenous students is emphasised to avoid stereotypes and ensure quality teaching and learning.



Teaching indigenous students: cultural awareness and classrooms strategies for improving learning outcomes. by Thelma Perso & Colleen Hayward. Crows Nest , NSW: Allen & Unwin. 2015.

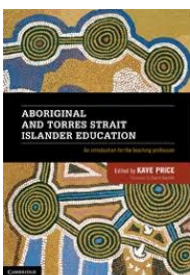
ANF 371.829 PER

This book is a practical resource for teachers working with Indigenous students in school settings. It is a reflection of the complexities of being culturally responsive across various stages of teaching and learning. The author draws on years of teaching and research, emphasising the necessity to develop strong student to teacher relationships in order to engage with learning and manage behaviour.



Teaching and learning in Aboriginal education by Neil Harrison. Melbourne: Oxford University Press. 2014. **ANF 371.829 HAR**

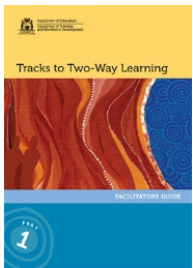
Practical, personal and theoretical support is provided for teachers of Indigenous students from all regions and across all stages of education. This book helps teachers better understand the diverse cultural environments and communities of their students. Personal narratives and antidotes from teachers' experiences are shared. Included are extensive collections of resources on how to teach Aboriginal perspectives to non-Aboriginal students in gifted and talented programs. The author draws on ways to use everyday life experiences to help Indigenous students connect to learning beyond meeting the basic norms, with the aim to create innovative and empowered learners.



Aboriginal and Torres Strait Islander Education: an introduction for the teaching profession edited by Kaye Price. Cambridge: Cambridge University Press. 2012. **ANF 371.829 ABL**

This text is written by highly regarded Aboriginal and Torres Strait Islander academics. The author opens each chapter with a real life story, reminding the reader of the historical events that have contributed to Indigenous

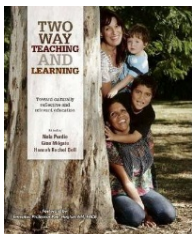
people feeling displaced and having a fragmented culture. The author is realistic about the issues confronted by students and assists educators to understand viewpoints and differences from a deeper social, cultural and historical context. It offers pragmatic advice on how to engage students to learn.



Tracks to two way learning: a new three-part train-the-trainer package for teachers and trainers by Department of Education Western Australia and Department of Training and Workforce Development. West One Services. 2012.

ANF 427 TRA

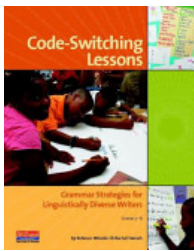
Tracks to two way learning is a train the trainer resource aimed at promoting positive change through the four dimensions of: knowledge and practice; community engagement; policy and practice; and learner engagement. There is a guide for a two-way facilitator team (an Aboriginal and a non-Aboriginal person working as partners). The kit can be used for long or short term professional learning and is comprised of twelve focus areas containing resources and activities for workshop delivery.



Two way teaching and learning: towards culturally reflective and relevant education by Nola Purdie, Gina Milgate and Hannah Rachel Bell. Victoria: ACER Press. 2011.

ANF 371.829 TWO

Highly acclaimed and experienced Indigenous contributors provide candid viewpoints drawn from academia, teaching and the community. The text provides a thorough examination of the policies and procedures that govern our education system and whether they reinforce cultural inequity and inequality. Each contributor clearly articulates specific problems in complex areas such as school retention, literacy, numeracy and identity. This book offers practical solutions, comparative statistics and relevant and reflective analysis, equipping teachers with the insight and understanding to benefit all students.



Code switching lessons: grammar strategies for linguistically diverse writers, grades 3-6 by Rebecca Wheeler and Rachel Swords.

Portsmouth: Firsthand. 2010.

NF4 428.2071 WHE

In this book the author values first language and knowledge skills that students already possess. **Code switching** lessons show teachers how to build on existing ways of talking (community English) to add new understandings (academic English). By explicitly analysing the contrasts between the two languages, students are able to explore the constructs of grammar as well as distinguish when to code switch to use a language style that befits the context, audience and communicative purpose. The text is accompanied by CD ROM, providing video and print resources to support teaching.



8 ways. Aboriginal: pedagogy from Western NSW by NSW Department Education and Communities. Dubbo: RAET. 2009. **ANF 371.829 EIG**

8 ways is a unique pedagogical framework, illustrating Aboriginal perspectives in processes rather than content. As a result, it may be adapted to lessons for a variety of contexts. An Indigenous approach may mean that the students look, compare and think about the subject in relation to land and community in a manner that is collaborative and open ended. Consisting of 8 interconnected pedagogies, the 8 ways model teaches us how to examine mainstream content from an Indigenous perspective.



Teaching and learning in Indigenous education by Neil Harrison. South Melbourne: Oxford University Press. 2008. **ANF 371.1 HAR**

This practical text guides educators for teaching Indigenous children across urban, rural, remote, primary schools, secondary schools and other community learning settings. Teaching methods and theories that meet the needs of individual students are explained. Personal accounts provide insights and explore educational issues. Guidance for responding effectively to different cultural environments is given.

Websites

[Aboriginal education in NSW public schools](#)

On this NSW Department of Education page, key ideas, strategies and resources are provided to support improved outcomes for Aboriginal students and increase knowledge and understanding of Aboriginal histories and culture.

[The Capability Framework: Teaching Aboriginal and Torres Strait Islander EAL/D learners](#)

The frame work aligns with the Australian Professional Standards for Teachers to support teachers in meeting the needs of Aboriginal and Torres Strait Islander EAL/D learners.

[Tracks to two-way learning](#)

This site aims to build capacity of educational leaders to improve quality teaching and learning of Aboriginal students through the four dimensions of Staff Knowledge and Practice, Community Engagement, Policy and Practice, Learner Engagement.

Contact

Our team are available to contact on:

- Mondays to Wednesdays from 8am to 5pm
- Thursdays and Fridays from 9am to 3pm

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