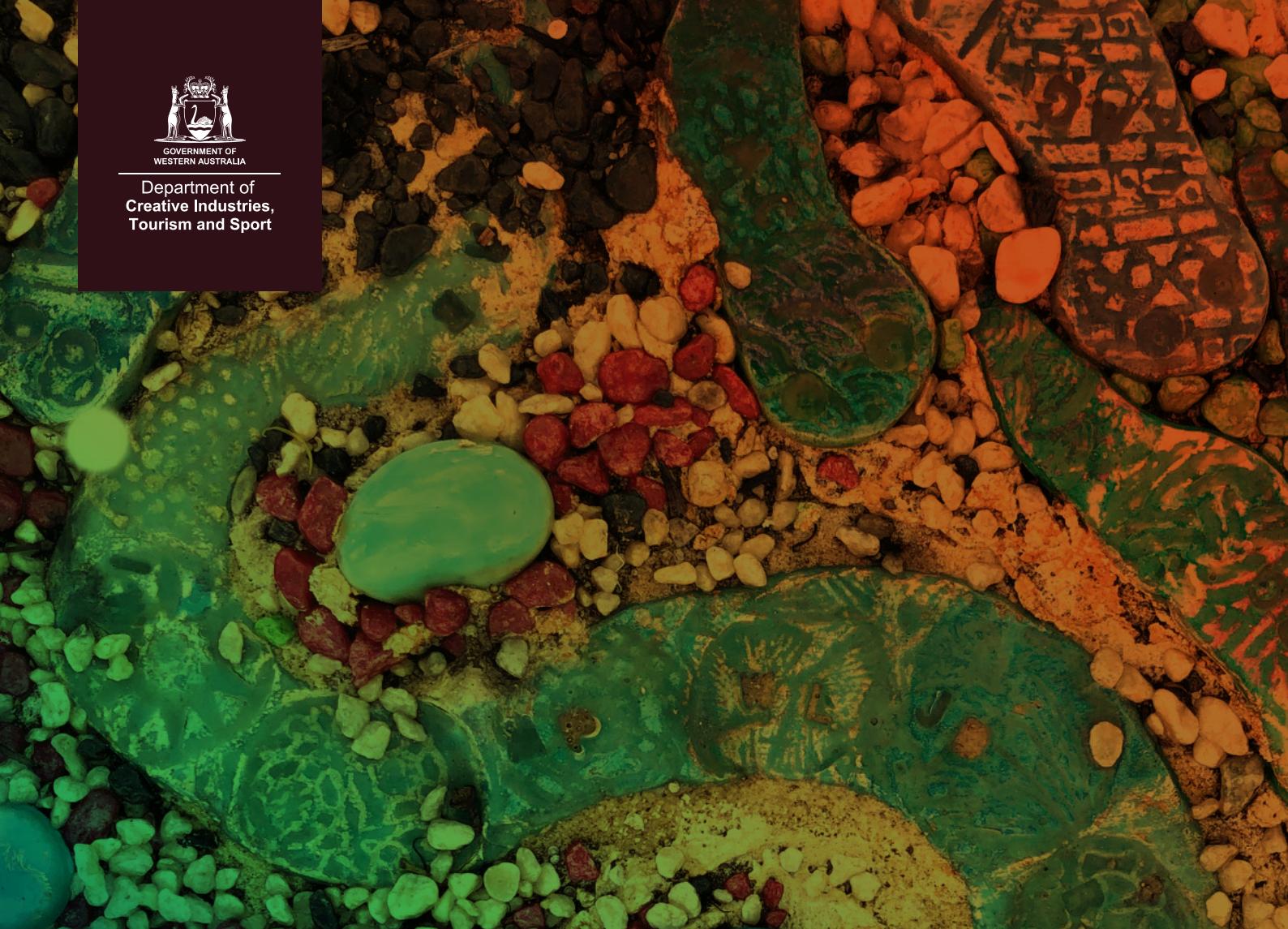




GOVERNMENT OF
WESTERN AUSTRALIA
Department of
Creative Industries,
Tourism and Sport



PALS Connecting to curriculum

Aboriginal cultures, histories and communities in the classroom

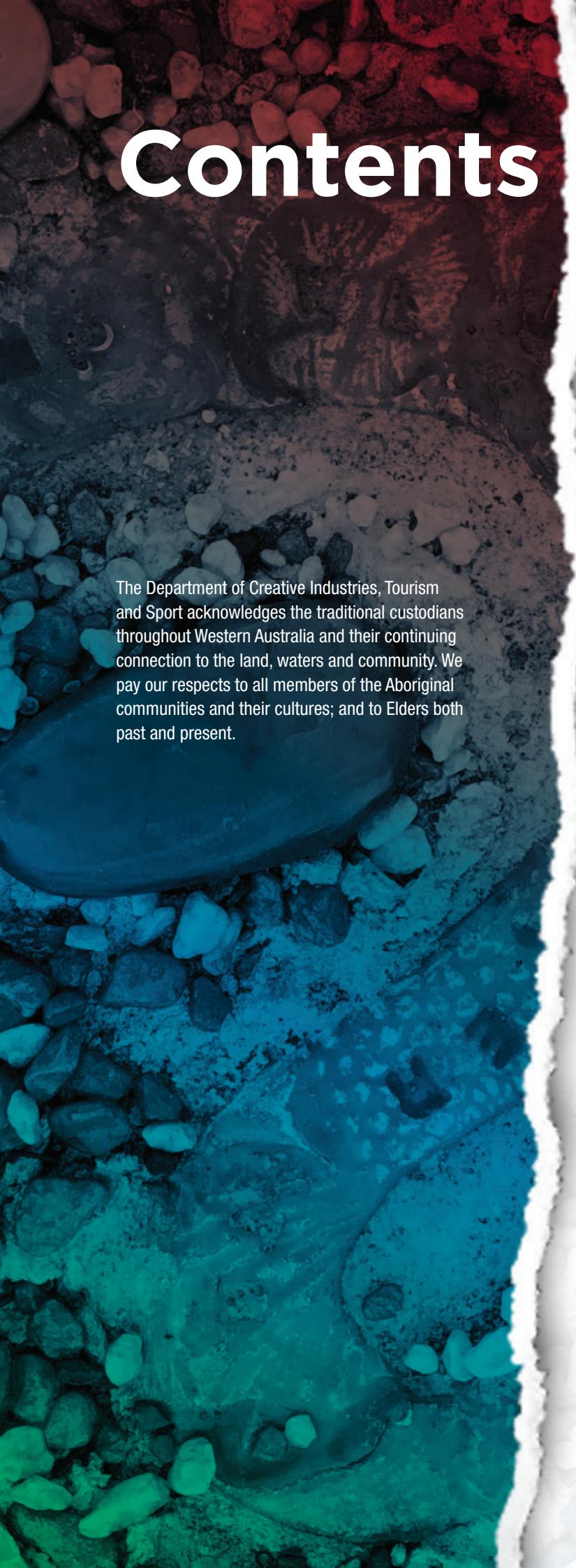
A guide to assist educators with establishing clear links to the Western Australian Curriculum, Cross Curriculum Priority: Aboriginal and Torres Strait Islander histories and cultures; and Aboriginal Education Standards frameworks.

Artist: Kenneth Ninette (Djarlmarri Warnkiny)

Project name: Noongar Water Hole (Ngamma Hole), Bunbury Primary School, 2019.

Description: The colours represent Ngamma holes across Noongar country as well as the Wagyl (Noongar Rainbow Serpent) which was responsible for the creation of country and waterways.

Contents



The Department of Creative Industries, Tourism and Sport acknowledges the traditional custodians throughout Western Australia and their continuing connection to the land, waters and community. We pay our respects to all members of the Aboriginal communities and their cultures; and to Elders both past and present.

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Introduction



Boyare Primary School, 2016

WA Curriculum

PALS projects should be designed in a way that deepens the learning experience and improves cultural proficiency of your school community. As educators we need to think critically about how to incorporate Aboriginal histories, cultures and communities in classroom learning, consistent with the [WA Curriculum](#).

Undertaking a PALS project should enhance classroom learning by extending the components you are required to teach within the WA Curriculum. As such, you will find below each of the PALS categories and how they connect with various learning areas at each year level. It is important to consider these links when planning your project.

Standards Framework and Improvement Continuum

The **Aboriginal Cultural Standards Framework** can be referred to for public schools. This framework sets expected standards for all staff when working with Aboriginal students, their parents and families, and communities. Catholic Education Western Australia's Aboriginal Education Improvement Map (**AEIM**) can be referred to for Catholic schools participating in PALS.

AISWA schools can refer to a range of frameworks including The Western Australian Curriculum Cross-curriculum Priorities Aboriginal and Torres Strait Islander histories and culture, as well as those mentioned above.

Arts

Arts Category: Embracing traditional and contemporary Aboriginal art by exploring visual and performing art forms; engaging with Aboriginal people to share traditional knowledge, to learn and practise these art forms and to understand the role of art as a means of storytelling in Aboriginal culture.

Cross-Curriculum Priority

Culture 01.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Western Australian Curriculum

Pre-Primary

Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture (ACAVAM106) – **Specifically Aboriginal art styles.**

Exploration of natural and man-made materials when creating artwork (ACAVAM107) – **Ochre versus acrylic, traditional versus contemporary.**

Year 1

Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture (ACAVAM106) – **Specifically Aboriginal art styles.**

Development of artistic skills through experimentation with:

- shape (geometric shapes)
- colour (mixing primary colours to create secondary colours)
- line (broken, jagged, dashed)
- space (background, foreground)
- texture (changes in texture; transfer of texture).

To create artwork (ACAVAM107) – **In consultation with an Aboriginal artist.**

Personal opinions, feelings and ideas about artwork they view and make (ACAVAR109) – **Responding to Aboriginal art.**

Year 2

Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment (ACAVAM106) – **Specifically Aboriginal art styles.**

Experimentation with, and use of materials, media and/or technologies when creating artwork (ACAVAM107) – **Traditional versus contemporary Aboriginal art.**

Development of artistic skills through experimentation with:

- shape (symmetrical shapes; simple tessellating shapes)
- colour (warm, cool colours)
- line (horizontal, vertical, diagonal, spiral; lines that show motion)
- space (overlapping to show depth; horizon line)
- texture (different man-made and natural materials).

To create artwork (ACAVAM107) – **In consultation with an Aboriginal artist.**

Year 3

Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110) – **Exploring the diversity of Aboriginal art across language groups.**

Experimentation with a variety of techniques and use of art processes, such as weaving, photomontage or painting in artwork (ACAVAM111) – **Incorporating basket weaving or other traditional techniques with direction from an Aboriginal artist.**

	Appreciation and respect for a variety of artwork (ACAVAR113) – As part of an excursion to view an Aboriginal art exhibition.	Year 7 Key features identified in artwork belonging to a given artist, movement, time or place (ACAVAR124) – As an Aboriginal art/artist study.
Year 4	Exploration of artwork from varying times and cultures that represent different styles, such as realistic, narrative and abstract (ACAVAM110) – Traditional versus contemporary styles of Aboriginal art. Appreciation and respect for a range of artwork from different social, cultural and historical contexts (ACAVAR113) – Responding to the Herbert-Mayer Collection of Carrolup artwork.	Purpose and meaning associated with artwork from the selected artists and art styles (ACAVAR124) – As an Aboriginal art/artist study.
Year 5	Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs and opinions (ACAVAM114) – Considering spiritual beliefs of Aboriginal peoples as well as opinions relating to identity and race. Presentation and reflection of ideas, feelings and opinions in artwork, including consideration of audience and feedback (ACAVAM116) – Reflecting ideas, feelings and opinions relating to the Stolen Generations found in Aboriginal artists' work.	Key features recognised in artwork belonging to selected artists, movement, times or places (ACAVAR124) – As an Aboriginal art/artist study. Purpose and meaning communicated in artwork from the selected artists and art styles (ACAVAR124) – As an Aboriginal art/artist study.
Year 6	Exploration of artwork inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint (ACAVAM114) – As part of an excursion to view an Aboriginal art exhibition. Development and application of artistic techniques and processes with: <ul style="list-style-type: none"> • shape (exaggerated proportions; motifs; fonts) • colour (colour wheel; tertiary colour) • line (lines that create an illusion) • space (focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry) • texture (real and simulated) • value (highlights; shadows; form). To create artwork (ACAVAM115) – In consultation with an Aboriginal artist.	Critical analysis frameworks (STICI, Feldman or Taylor) used to analyse artwork from contemporary and past times (ACAVAR131) – Traditional versus contemporary Aboriginal art. Identification of representations in artwork within a given context (ACAVAR130) – Considering how Aboriginal and non-Aboriginal people are represented in Australian art over time. Year 10 Artists from different cultural groups and their use of persuasive, communicative or expressive representation (ACAVAR130) – Consider historical events over time, relating to Aboriginal people.

Aboriginal Cultural Standards Framework

- **Learning Environment** – Staff engage Aboriginal students, their families, and community members in developing an environment which displays and respects their histories, cultures and languages.
- **Teaching** – Teachers incorporate Aboriginal histories, cultures and languages into learning activities.



Community Relationships

Community Relationships Category: Building collaborative, trusting and respectful relationships with Aboriginal students, families and communities; developing and maintaining sustainable partnerships between Aboriginal and non-Aboriginal people across the entire school community.

Cross-Curriculum Priority

People OI.8 Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

Western Australian Curriculum

Pre-Primary How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them (ACHASSK013) – **Inviting an Aboriginal Elder into the classroom to participate in a yarning circle.**

Year 1 The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed (ACHASSK030) – **Inviting Aboriginal parents in to talk about their experiences.**

Year 2 Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19) – **Inviting an Aboriginal Elder into the classroom to participate in a yarning circle.**

Year 3

Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) – **Developing a poster project with an Aboriginal organisation to promote health and wellbeing.**

Year 4

People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093) – **Identifying the key characteristics of different Aboriginal language groups across Australia using the [AIATSIS map](#).**

Year 5

Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) (WAHASS57) – **Inviting Aboriginal people in the community to share their personal views.**

Year 6

Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – **Inviting Aboriginal people in the community to share their personal views.**

Year 7	The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) – A workshop featuring an Elder discussing country and how Aboriginal people lived and the factors that affected living on Country.
Year 8	<p>The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064) – Exploring how Aboriginal people pre-colonisation already had a developed system of law establishing community and how people related to one another (to be explored in consultation with an Aboriginal community member)</p> <p>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian (ACHCK066) – A case study of Australia Day and the different viewpoints.</p>
Year 9	The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) – A workshop featuring an elder discussing Country and how peoples are connected to it and how Aboriginal people traded goods.
Year 10	The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104) - Research task inviting an Aboriginal Elder into the classroom to participate in discussions.

Aboriginal Cultural Standards Framework

- **Relationships** – Staff and local Aboriginal community members share experiences and knowledge to support students learning.
- **Learning Environment** – Staff engage Aboriginal students, their families, and community members in developing an environment which displays and respects their histories, cultures and languages.
- **Learning Environment** – Staff and students use local Aboriginal community facilities and sites to enable students to learn in settings connected to local histories, cultures and languages where appropriate.
- **Resources** – Staff use technology to connect Aboriginal students' local perspectives with national and global perspectives.
- **Leadership** – School leaders support staff to build individual capacity for developing their knowledge of local Aboriginal histories, peoples, cultures and languages.

Connecting to Country and Culture

Connecting to Country and Culture Category: Exploring the strong spiritual connection between Aboriginal people and Country including the importance of land, caring for country and using natural resources in a sustainable manner; spending time on country; and learning about the historical and cultural significance of the school's local area.

Cross-Curriculum Priority

Country/Place OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

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.

Western Australian Curriculum

Pre-Primary The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance (ACHASSK017) (ACHASSK016) – **An excursion to a significant site of the local Aboriginal people.**

Year 1 How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them (ACHASSK032) – **Introduction to the 6 Noongar Seasons or that of the local area.**

Year 2 The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their country/place (ACHASSK049) – **Looking at traditional/contemporary land use for hunting, camping and communicating spiritual beliefs.**

Year 3

Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their country/place and differs from the surveyed boundaries of Australian states and territories (ACHASSK066) – **Using the Gnarla Boodja Mili Mili map alongside the AIATSIS map to locate landmarks.**

Year 4

Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to country/place has influenced their views on the sustainable use of these resources, before and after colonisation (ACHASSK089) – **An excursion with the Department of Parks and Wildlife to explore sustainability in traditional Aboriginal practices.**

Year 5

The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114) – **Inviting an expert in to discuss traditional burning done by Aboriginal people and how a number of districts are employing these methods in response to bushfires.**

Year 6	The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia (ACHASSK140) – A compare and contrast of Indigenous peoples around the world and how they relate to Aboriginal people in connecting with the land.
Year 7	Roles of key groups in the ancient society, and the influence of law and religion (ACDSEH032; ACDSEH035; ACDSEH038; ACDSEH041; ACDSEH042) – An assessment task focusing on society structure and roles of peoples in ancient Aboriginal society.
Year 8	The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) – An incursion/excursion with an Aboriginal Elder/group.
Year 9	The perceptions people have of place, and how this influences their connections to different places (ACHGK065) – Exploring cultural practices of Aboriginal people that are dependent on land use.
Year 10	The perceptions people have of place, and how this influences their connections to different places (ACHGK065) – Exploring cultural practices of Aboriginal people that are dependent on land use.

Framework

- **Teaching** – Teachers incorporate Aboriginal histories, cultures and languages into learning activities.
- **Teaching** – Teachers know of the cultural, language and family connections of Aboriginal students.
- **Relationships** – Staff and local Aboriginal community members share experiences and knowledge to support students learning.
- **Learning Environment** – Staff engage Aboriginal students, their families, and community members in developing an environment which displays and respects their histories, cultures and languages.
- **Learning Environment** – Staff and students use local Aboriginal community facilities and sites to enable students to learn in settings connected to local histories, cultures and languages where appropriate.
- **Resources** – Staff use technology to connect Aboriginal students' local perspectives with national and global perspectives.
- **Leadership** – School leaders support staff to build individual capacity for developing their knowledge of local Aboriginal histories, peoples, cultures and languages.

Aboriginal Cultural Standards



Inclusive Environments

Inclusive Environments Category: Creating learning environments that respect the cultures, languages and experiences of Aboriginal people; creating a physical space that enables students to learn in settings that are connected to local histories, cultures and languages; establishing initiatives and approaches that support the physical health and social and emotional wellbeing of students.

Cross-Curriculum Priority

Culture OI.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

People OI.8 Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

Western Australian Curriculum

Pre-Primary

Personal strengths of individuals (ACPPS001) – **Providing opportunities to celebrate Aboriginal languages and cultures.**

The different parts of the body and where they are located (ACPPS002) – **Developing a vocabulary list in the local Aboriginal language.**

Year 1

The strengths of others and how they contribute to positive outcomes, such as games and physical activities (ACPPS015) – **Creating a wellbeing program.**

The benefits of healthy eating and regular physical activity on health and wellbeing (ACPPS018) – **An incursion by an Aboriginal health group.**

Year 2

Strategies and behaviours that promote health and wellbeing:

- personal hygiene practices
- healthy eating
- sufficient sleep
- staying hydrated
- regular physical activity

(ACPPS018) – **An incursion by an Aboriginal health group.**

Year 3

Actions in daily routines that promote health, safety and wellbeing:
healthy eating
appropriate levels of physical activity (ACPPS036) – **An incursion by an Aboriginal health group.**

Year 4

Use of persistence and resilience as tools to respond positively to challenges and failure, such as:

- using self-talk
- seeking help
- thinking optimistically

(ACPPS033) – **Creating a wellbeing program.**

Year 5

Strategies that promote a safe, healthy lifestyle, such as:

- comparing food labels on products
- increased physical activity
- practicing sun safety

(ACPPS054) – **Inviting an Aboriginal guest speaker to the school.**

Year 6	Ways that personal identities change over time (ACPPS051) – And how culture defines personal identity.
Year 7	<p>Strategies to make informed choices to promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> researching nutritious meals that offer value for money proposing alternatives to medicine examining accessible physical activity options in the community. <p>(ACPPS073) – Communicating with Aboriginal organisations in the community that promote health and wellbeing.</p>
Year 8	<p>Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as:</p> <ul style="list-style-type: none"> respecting diversity exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community challenging racism, homophobia, sexism and disability discrimination researching how stereotypes and prejudices have been challenged in various contexts. <p>(ACPPS078; ACPPS079) – Exploring Aboriginal languages and cultures and how Australia responds to Aboriginal affairs.</p>
Year 9	<p>The implications of attitudes and behaviours on individuals and the community, such as:</p> <ul style="list-style-type: none"> prejudice marginalisation homophobia discrimination. <p>(ACPPS098) – A critical analysis of The Final Quarter involving high profile footballer Adam Goodes.</p>
Year 10	<p>The impact of societal and cultural influences on personal identity and health behaviour, such as:</p> <ul style="list-style-type: none"> how diversity and gender are represented in the media differing cultural beliefs and practices surrounding transition to adulthood. <p>(ACPPS089) – Exploring how Aboriginal people are represented in the media and how this has changed over time.</p>

Aboriginal Cultural Standards Framework

- **Teaching** – Teachers incorporate Aboriginal histories, cultures and languages into learning activities.
- **Relationships** – Staff and local Aboriginal community members share experiences and knowledge to support students learning.
- **Learning Environment** – Staff promote positive wellbeing for Aboriginal students.
- **Learning Environment** – Staff engage Aboriginal students, their families, and community members in developing an environment which displays and respects their histories, cultures and languages.
- **Learning Environment** – Staff put in place appropriate steps to support the social and emotional wellbeing of Aboriginal students.



History

History Category: Increasing staff and students' knowledge of Aboriginal histories and cultures, including understanding significant Aboriginal people, places or events; exploring the impacts of colonisation; understanding how historical events are relevant in a contemporary context in Australia's journey towards reconciliation.

Cross Curriculum Priority

Culture 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.9 The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Western Australian Curriculum

Pre-Primary

The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common (ACHASSK011) – **A look at Aboriginal family structures over time and how family members relate to one another.**

Year 1

Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, childcare), and how these have changed or remained the same over time (ACHASSK028) – **A compare and contrast of Aboriginal and non-Aboriginal families.**

Year 2

The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity) (ACHASSK045) – **Joining an Aboriginal tour guide or Elder to explore significant sites in the local area.**

Year 3

The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems (ACHASSK064) – **Creating a flyer for a significant event relating to Aboriginal people encouraging people to attend.**

Year 4

The diversity and longevity of Australia's first peoples and the ways they are connected to country/place (e.g. land, sea, waterways, skies) and their pre-contact ways of life (ACHASSK083) – **Exploring nomadic living and Aboriginal peoples' connection with the seasons.**

The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment

	<p>and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) (ACHASSK086) – A series of lessons on the Stolen Generations.</p>	<p>Year 10</p> <p>The significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations); the Apology (ACDSEH106) – A research task focusing on one of these topics.</p>
Year 5	<p>The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHASSK107) – A visit from an Aboriginal Elder to talk about changes over time.</p>	<p>Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of one individual or group in the struggle (ACDSEH134) – Case study looking at prominent civil rights activists.</p>
Year 6	<p>Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children (ACHASSK135) – Developing a timeline of significant events over time relating to Aboriginal rights.</p>	
Year 7	<p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148) – Case study looking at ancient Aboriginal artefacts.</p>	
Year 8	<p>The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) – An incursion/excursion with an Aboriginal Elder</p>	<ul style="list-style-type: none"> • Relationships – Staff and local Aboriginal community members share experiences and knowledge to support students learning. • Learning Environment – Staff engage Aboriginal students, their families, and community members in developing an environment which displays and respects their histories, cultures and languages. • Teaching – Teachers incorporate Aboriginal histories, cultures and languages into learning activities. • Resources – Staff incorporate the Aboriginal and Torres Strait Islander histories and cultures cross- curriculum priority in all learning areas.
Year 9	<p>The commemoration of World War I, including debates about the nature and significance of the ANZAC legend (ACDSEH097) – Use of the resource, <u>No Less Worthy; Acknowledging Western Australian Aboriginal Men in World War I.</u></p>	

Aboriginal Cultural Standards Framework

- **Relationships** – Staff and local Aboriginal community members share experiences and knowledge to support students learning.
- **Learning Environment** – Staff engage Aboriginal students, their families, and community members in developing an environment which displays and respects their histories, cultures and languages.
- **Teaching** – Teachers incorporate Aboriginal histories, cultures and languages into learning activities.
- **Resources** – Staff incorporate the Aboriginal and Torres Strait Islander histories and cultures cross- curriculum priority in all learning areas.



Language

Language Category: Increasing awareness and appreciation of local Aboriginal languages by exploring culture through storytelling, contemporary literature and written and visual resources; collaborating with local Aboriginal families and communities to appreciate the diversity and importance of Aboriginal languages within the school and broader community.

Cross-Curriculum Priority

Culture 01.4 Aboriginal and Torres Strait Islander societies have many Language Groups.

People 01.7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

Western Australian Curriculum

Pre-primary - Year 10 - For the purpose of Languages education in Western Australia, the study of an Aboriginal Language is appropriate.

Pre-Primary Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) – **Creating a vocabulary wall.**

Year 1 Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585) – **Invite an Aboriginal singer/songwriter in to teach children's songs in Aboriginal language.**

Year 2

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) – **Look at Aboriginal story books from your local area.**

Year 3

Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divide their country/place and differ from the surveyed boundaries of Australian states and territories (ACHASSK066) – **Using the Gnarla Boodja Mili Mili map alongside the AIATSIS map to locate landmarks.**

Year 4

Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487) – **Compare and contrast dialects and other versions of English around Australia used by Aboriginal and non-Aboriginal people.**

Year 5

Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500) – **Case studying looking at the histories and cultures surrounding language.**

Year 6	Understand that different social and geographical dialects or accents are used in Australia in addition to standard Australian English (ACELA1515) – Explore the Aboriginal language/dialects local to your area.
Year 7	Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529) – Compare and contrast dialects and other versions of English around Australia used by Aboriginal and non-Aboriginal people.
Year 8	Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806) – One-on-one discussions with a local Aboriginal author on their book/books.
Year 9	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635) – Explore Aboriginal texts which feature Aboriginal language and have discussions surrounding the representations of Aboriginal people in the texts.
Year 10	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564) – Partner with a school from a different demographic to explore and discuss differences in local Aboriginal dialects from your own schools location.

Aboriginal Cultural Standards Framework

- **Teaching** – Teachers know of the cultural, language and family connections of Aboriginal students.
- **Teaching** – Teachers incorporate Aboriginal histories, cultures and languages into learning activities.
- **Relationships** – Staff and local Aboriginal community members share experiences and knowledge to support students learning.
- **Learning Environment** – All students and staff are aware of, and demonstrate respect for, the cultural and linguistic diversity of the school community.
- **Learning Environment** – Staff engage Aboriginal students, their families, and community members in developing an environment which displays and respects their histories, cultures and languages.



References

References

Aboriginal Cultural Standards Framework. Department of Education. Retrieved 21 January 2020.

Western Australian Curriculum. School Curriculum and Standards Authority, Government of Western Australia, 2014 Retrieved 21 January 2020.

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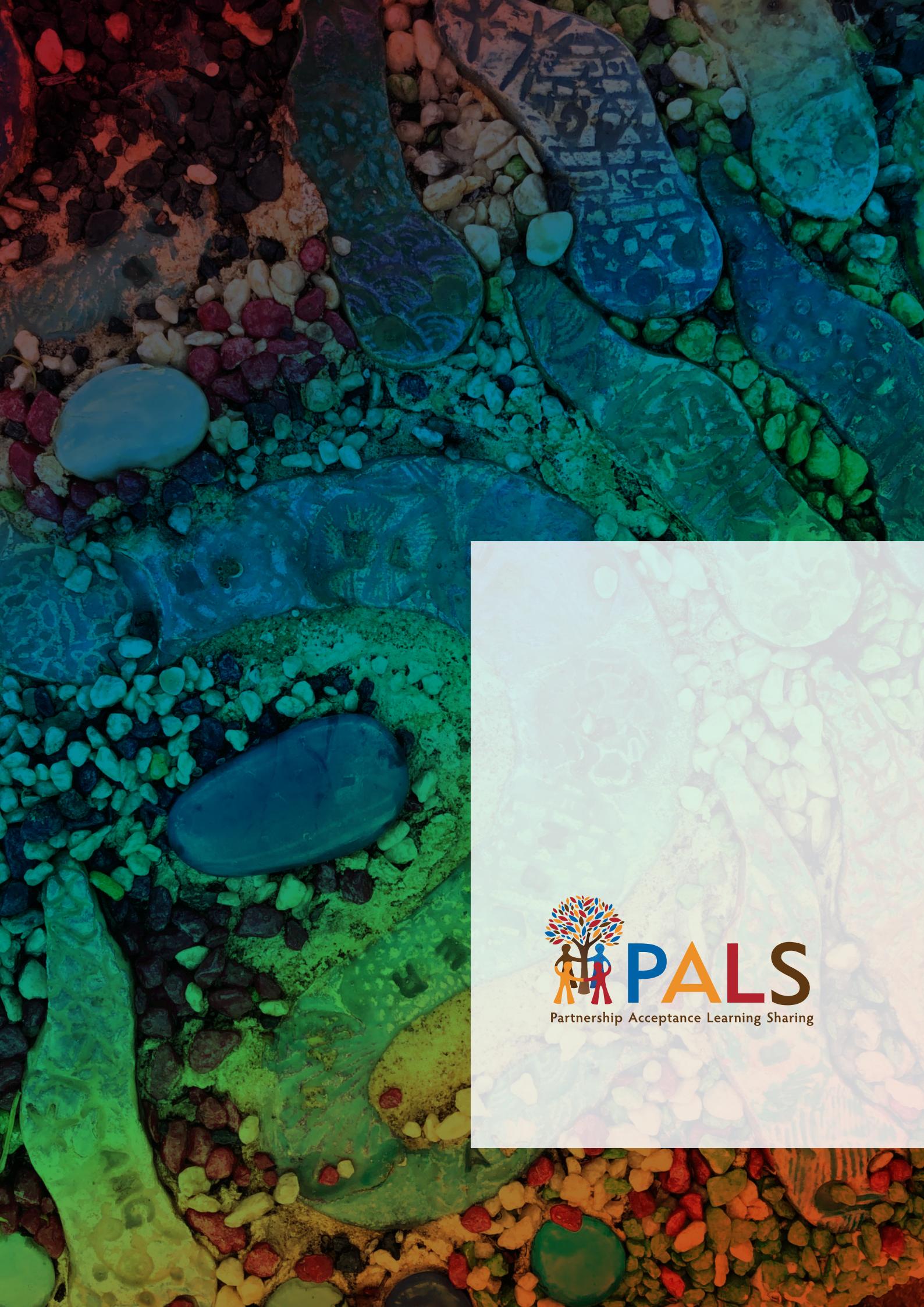
About CITS

CITS works collaboratively with government, community organisations, peak bodies and other stakeholders to achieve its vision of Western Australia being celebrated as the best place to live, work and visit in Australia.

The department partners across government and within its diverse sectors to enliven the Western Australian community and economy through support for and provision of sporting, recreational, creative and artistic policy, programs and activities for locals and visitors to the State.

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Partnership Acceptance Learning Sharing