



Dhuurrabay Gayarra-gi

“Searching to get Knowledge”



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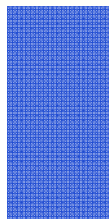
NSW Department of Education & Training

New England Region

The New England Region in Context



DEPARTMENT OF EDUCATION & TRAINING
NEW ENGLAND REGION



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The New England Region in Context

Numbers:

- 124 Schools across 4 School Education Groups (SEGS) with 4 School Education Directors and 3 School Development Officers
- 15 comprehensive secondary schools (3 of which are partially selective and 1 fully selective agricultural high school); 1 secondary college; 12 central schools; 90 solely delivering primary curriculum, with 64 of these being PP5 or PP6; 1 environmental education centre; 2 specialised behaviour schools and 2 schools for students with high needs
- Student enrolment of approx. 22 500 students (3% of state)
- **About 18% (or 4000 students) identify as Aboriginal or Torres Strait Islanders**
- Over 1700 teachers and approximately 480 school support staff
- Approximately 95 staff in 4 regional office locations and 25 school-based personnel in regional support roles.
- Approximately 100 000 km² (16% of state)



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Aboriginal Education -Team New England Region




- **Regional Director** – Mr Jim White
- **School Education Director** – Mr John Charles
- **School Development Officer** – Ms Anne Gates
- **Senior Education Officer 2** – Quality Teaching & Engagement
Indigenous Consultant – Cathy Waters-Trindall
- **Senior Education Officer 1** – Aboriginal Education Consultant
Melissa Eagles
- **Aboriginal School Liaison Officers**
Julie Swan, Gail Sampson
- **Aboriginal Community Liaison Officers**
Stella Lamb, Eddie Pitt, Megan Widders



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NSW DET Aboriginal Education and Training Policy 2009



A Policy for **all** publicly educated and trained students and **all** Departmental staff with a commitment to shared decision making with Aboriginal Peoples and communities.

The Policy aims to :

- improve the educational outcomes of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. (1.1.1)
- build everyone's knowledge and understanding of the histories, cultures and experiences of the First Peoples of Australia. (1.1.3)

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The goals of the Policy

Strengthening
Aboriginal
Communities

**ABORIGINAL
EDUCATION
& TRAINING
POLICY**

Closing the
achievement
gap in
education and
training

- To strengthen Aboriginal communities and support efforts to overcome Indigenous disadvantage
- To close the achievement gap in education and training between Aboriginal and non-Aboriginal learners

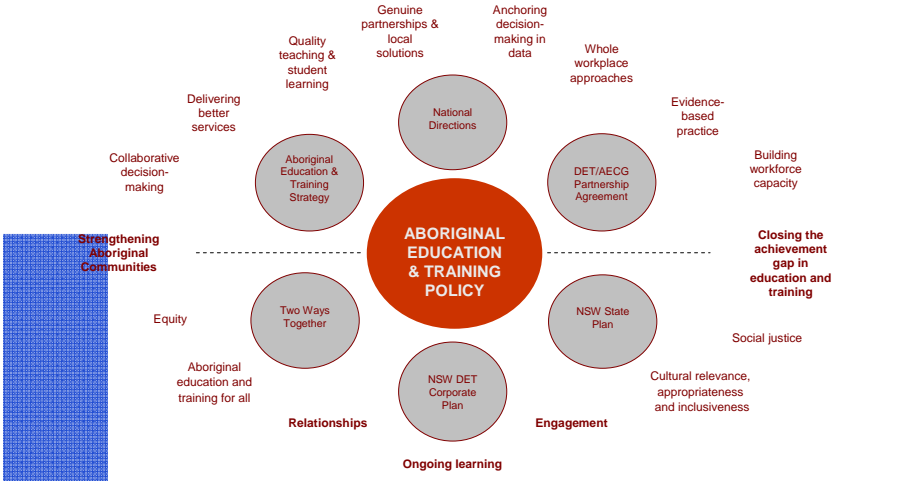


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The Aboriginal Education and Training Policy in context



The diagram illustrates the context of the Aboriginal Education & Training Policy. At the center is a red circle labeled "ABORIGINAL EDUCATION & TRAINING POLICY". Surrounding it are several interconnected elements:

- Top:** National Directions, Quality teaching & student learning, Genuine partnerships & local solutions, Anchoring decision-making in data, Whole workplace approaches.
- Right:** Evidence-based practice, Building workforce capacity, Closing the achievement gap in education and training.
- Bottom Right:** Social justice, Cultural relevance, appropriateness and inclusiveness.
- Bottom:** Engagement, Ongoing learning, NSW DET Corporate Plan.
- Bottom Left:** Relationships, Two Ways Together, Aboriginal education and training for all.
- Left:** Equity, Collaborative decision-making, Delivering better services.
- Top Left:** Strengthening Aboriginal Communities.

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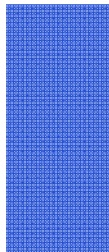
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Dhuurrabay Gayarra-gi Searching to get Knowledge

Outcome:

The presentation, Dhuurrabay Gayarra-gi (Gomeri for 'Searching to get knowledge' will outline the benefits that have accrued for Aboriginal Education in the New England Region of the NSW Department of Education and Training as a result of an integrated approach to planning, program development, professional learning, curriculum delivery and project implementation.



Gomeri Dance Company



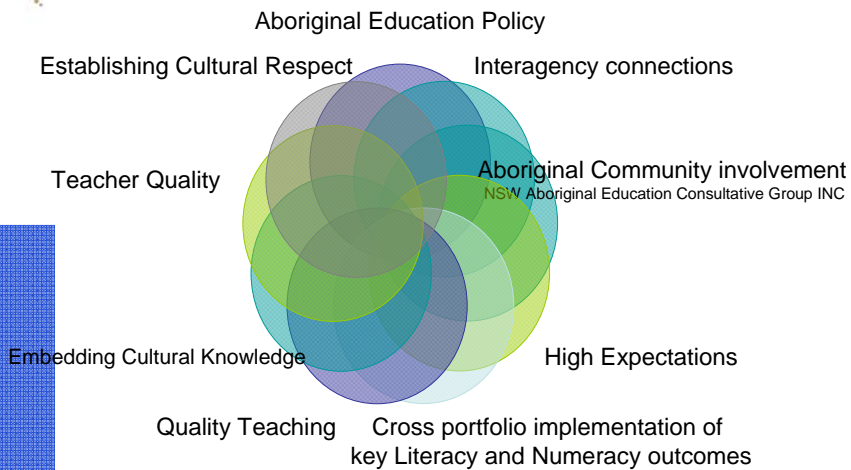
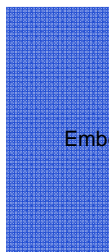
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Strong Leadership and a commitment to ensuring Aboriginal Education is "Everybody's Business"



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NSW DET Aboriginal Education and Training Policy

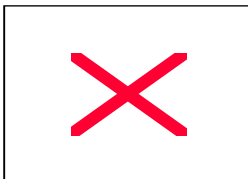
- (State) Rewriting of the NSW DET AETP –Launched the AETP at a regional Principals Symposium
- (Regional) Development an Aboriginal Educational resource for all schools
- (Regional) Mandatory professional learning for all regional office staff members (strong leadership)
- (Regional) Aboriginal Education embedded in all regional professional learning activities
- (Localised) Principals delivery policy to all school staff members
- (Localised) Principals access where their schools are on the matrix
- (Regional) Support for Aboriginal education requested
- (Regional) School Education Directors monitor implementation through the Principals Assessment Review

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Work together with Community!



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Identity



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LINDA BURNEY'S STATEMENT

"Being Aboriginal has nothing to do with colour of your skin or the shape of your nose.

It is the spiritual feeling, an identity you know in your heart.

It is a unique feeling that may be difficult for non-Aboriginal people to understand"





WHAT IS CULTURE?

“The total value of the inherited ideas, beliefs, values and knowledge, which constitute the shared basis of social interaction.”

The Collins Dictionary, 1992

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HISTORICAL PERSPECTIVES

1909

The “Aborigines Protection Act” was passed. This gave the government legal control over the Aboriginal people. They had the power to remove children who were judged to be “neglected”.





Aboriginal Protection Board Certificate

A.P.B. Form No. 2. 256

ABORIGINES PROTECTION BOARD.

No. Jernando Mosa Date 17th Dec 1927

Name Jernando Mosa Birthplace Co. of England

Place of Birth Bullington

Reasons for Board requiring control of child: Wife to neglect of health & Mosa. any food

Full name, occupation, and address: Jernando Mosa, Cook Queensland

Mother's name and address: Edda Jernando Alabual Naha, Alabual Naha

Other relatives: H. Jernando, Mary (25), James (22)

How many brothers and sisters: 3

Names and ages: H. Jernando (15), Mary (25), James (22)

Been in other situations? No

Where, and how long? —

Further particulars (where living during childhood, and in whose care): Living in care of Mother at Alabual Naha

To which Home sent? —

Certificate of admission: Sent to Mrs. Jernando Alabual Naha 8/1/27

Left Home: 19/1/27

Employment: Employment of Mrs. Caswell, Bulbarah, Bulbarah, 19th Dec 1927

Married to: Married to Thomas Jernando (25 yrs) at Bulbarah 10.11.27



HISTORICAL PERSPECTIVES

1937

Policy of Assimilation. This policy was to “facilitate the absorption of Aboriginal people into the general population.”

1940

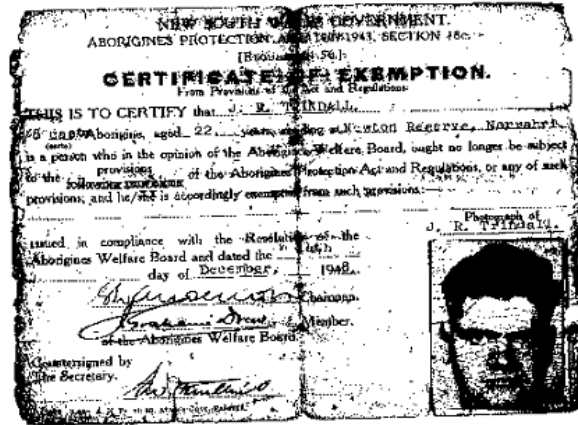
The “Aborigines Welfare Board” to replace the “Aborigines Protection Board”.

1943

Exemption Certificate (Dog tags) introduced.



Certificate of Exemption Joseph Trindall



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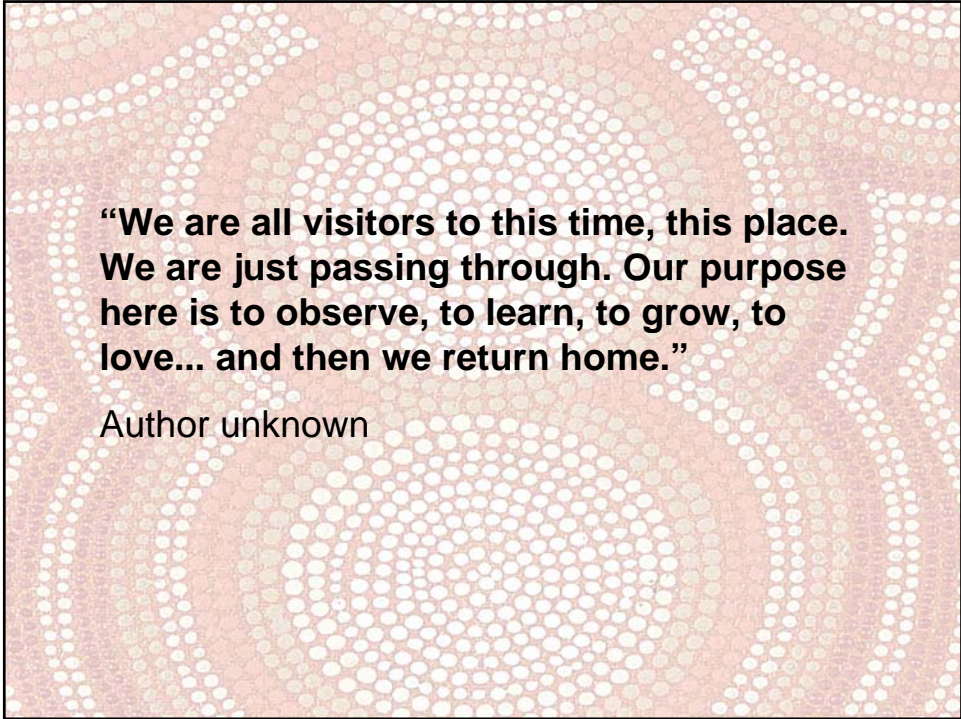
Connecting the Dots!

- Hunter New England Area Health
- Aboriginal Affairs
- Aboriginal Education Consultative Group
- Department Employment Education & Workplace Relations
- Elders
- NSW Aboriginal Land Councils
- NSW Police
- Aboriginal Medical Services
- Youth Groups
- Universities
- TAFE
- Men's & Women's Groups
- Literacy & Numeracy programs
- National Partnership Schools
- Two Ways Together
- Feeling Deadly Not Shame
- Attendance & Retention
- Quality Teaching
- Equity programs
- Community
- Aboriginal Cultural Education Programs
- Administration
- Funding
- Networking/advising

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**“We are all visitors to this time, this place.
We are just passing through. Our purpose
here is to observe, to learn, to grow, to
love... and then we return home.”**

Author unknown