

With thanks to the Swan view staff and Bri Dye for the time spent on this planning and for the photos from the front office staff.

November 24th 2020

Planning to embed the Aboriginal Cultural Standards framework...a beginning...



The staff have identified 7 main areas within the framework to focus upon in 2021

- Employ an AIEO
- Teach Nyoongar language
- Understanding the whole student
- Know your students
- Know the content
- Families
- Co-design activities: work collaboratively with families and elders.



We focused upon the areas below from the Aboriginal Cultural Standards Framework:

- Understanding the whole student
- Know your students
- Know the content
- Families

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- Co-design activities: work collaboratively.

The discussion began with us thinking about the view a new family [could be from any culture but in this instance an aboriginal family] gain as they move through the school familiarisation process:



Then to the playground:

What will the family and the new child see?

What is important?

- The yarning circles
- The vegetable gardens
- The toilets
- The canteen
- Drink fountains
- The play spaces etc.,
- More??

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What is in the School Welcome pack?

What is the welcoming process for new children at the school?

Who knows it?

- Will the teacher welcome the child in English or Nyoongar or whatever the child's home language is? Can they? Do they know welcome words?
- Are there any Nyoongar words evident in the classroom?
- How engaged is the teacher in the welcoming process?



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What are some questions that the teacher and the children in the class might like to ask the new child once they are settled and comfortable in the classroom? Think carefully about these questions... allow the new child to do the same thing and ask their own questions if they want to do so. e.g.

What is your name?

What do you want us to call you?

What is your nickname?

Where did you come from?

Tell us about your family

Show us on the map where you or your family come from...

What do you like to do?

What are your hobbies?

Will there be a Welcomer in every classroom for the child to sit next to?

- What will the Welcomer's job be?

Smile, kindness, Bag? Routines? Timetable? Friends? Pencils? Paper etc.,

- How well trained will the Welcomer be?

Can there be a Welcomers Training program for children to earn a Welcomers badge at the school?

[Two teachers and two student councillors with the identified class welcomers: ½ day training?]

Two children in each class each term?

8 children from each class per year. Volunteers??

What do the children need to do to earn their Welcomers badge?

Give them a job description as a Welcomer AND recognize the importance of their role within the school.

Regular catch ups during the year with the Welcomer Trainers? Focus upon:

- Kindness
- Respect
- Inclusivity
- Relational
- Proximity
- Culturally appropriate
- Knowledge of welcoming words in language
- Speaking and listening skills.... More

Aim is ultimately for the Welcomer to support the new child to find a sustainable friendship group within the school/classroom.

Term 1: Nyoongar signs within the school

20 signs around the school in Nyoongar language.

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Teachers and students identify the 20 words that they would like to have as sign posts in the school in consultation with a local elder.

Collate the 20 common Nyoongar words that every class has chosen AND have a School common list of 20 Nyoongar words.

Share with all staff in all classrooms.

What will the front office signs say?



How welcoming will these signs be in language??

By the end of Term 1 there will be 20 Nyoongar signs all around the school.

[Think about: Who will make these signs and how does the school maintain consistency in them?]

Term 2:

Using the Nyoongar signs within the school...committing these words to automaticity

Building the teacher's and the children's knowledge of the words.

Playing games/ creating activities to support the use of the Nyoongar signs.

Perhaps get each class to set up 2 activities using their chosen words. Collect the list of these activities so that they can be played regularly throughout the year by all the children in the school.

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By the end of Term 2 every teacher knows and can use in context 20 Nyoongar sign words and so can the children.

These words will be used by everyone in the school.

School assembly especially!!

Term 3:

Using the new knowledge of the 20 Nyoongar words.... Encourage the children to choose a Noongar concept or story with an Inquiry question to build upon their new knowledge of the language such as:

What's the traditional story about?

Invite Nyoongar elders to come in to talk with the children in each class....

Maybe over a week at the beginning of term, choose appropriate Library texts and websites for the children to explore their Inquiry question.

The children will have all visited the new Boola Bardip museum on Whadjuk Nyoongar land with the aim of exploring their inquiry question in more depth.

Each child will know where to look to support their inquiry within the museum

By the end of Term 3:

Each child will have explored their Inquiry question in depth [Use Murdoch Inquiry model] and have created a product or project in answer to their question ready to Showcase to their families by Week 9: Term 3. Children will also be encouraged to walk through the school with their families talking about the Nyoongar signage.

THIS WILL NEED TO BE TIMETABLED WEEKLY INTO EVERY CLASS DURING THE TERM.