Embedding and pedagogy
Focus on content and process

Embedding Aboriginal and Torres Strait Islander perspectives should focus on both the content and the process used within the classroom. For this reason, teachers should be able to the process and the content for themselves. If teachers are not familiar or comfortable with the content they are teaching, they may not be able to share Indigenous perspectives. To overcome this challenge, it is important to ensure that the classroom is free of preconceived ideas, stereotypes, and biases that exist within the dominant paradigm.

Strategies for embedding Indigenous perspectives in curriculum content

Seeking strategies

Many teachers have been working on embedding Indigenous perspectives in their curriculum, and they have developed various strategies to help them accomplish this. Some of these strategies are:

1. Oral traditions: Oral traditions exist in Aboriginal and Torres Strait Islander families and communities. These oral traditions are important as they provide historical records and information about the past, present, and future. They have been supported through various media such as rock and sand art, written history, the arts and current cultural practices.

2. Written case studies: Written case studies can be used to demonstrate the impact of colonisation on Indigenous peoples. These case studies can be used to show how Indigenous peoples have been affected by government policies and dominant cultural perspectives. Written case studies can also be used to show how Indigenous peoples have responded to these challenges. Written case studies can be used to show how Indigenous peoples have responded to these challenges.

3. Focus groups: Focus groups can be used to gather information from Indigenous peoples. Focus groups can be used to gather information about the perspectives of Indigenous peoples on various topics such as education, health, and social issues.

4. Reconciliation groups: Reconciliation groups can be used to promote reconciliation and understanding between Indigenous and non-Indigenous peoples. Reconciliation groups can be used to promote reconciliation and understanding between Indigenous and non-Indigenous peoples.

5. Journals: Journals can be used to help students develop critical thinking skills and understanding of Indigenous perspectives. Journals can be used to help students develop critical thinking skills and understanding of Indigenous perspectives.

6. Training: Training can be used to help teachers develop knowledge and skills about Indigenous perspectives. Training can be used to help teachers develop knowledge and skills about Indigenous perspectives.

7. Websites: Websites can be used to provide information about Indigenous perspectives. Websites can be used to provide information about Indigenous perspectives.

8. The What Works workbook and website: The What Works workbook and website is designed to help teachers understand Aboriginal and Torres Strait Islander education and develop effective learning strategies. The What Works workbook and website is designed to help teachers understand Aboriginal and Torres Strait Islander education and develop effective learning strategies.

Evaluating value

Traditions of content and practice

Traditions of content and practice

Educate yourself

Educate yourself

Consultation

Consultation

Negotiate

Consultation

Discuss

Discuss

Consult

Consult

Seek

Seek

Discuss

Discuss

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