Towards Place Based Education in the Murray Darling Basin: Embedding cross-curriculum priorities

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Presentation overview

• Cross-curriculum priorities (CCPs)
  – Sustainability
  – Aboriginal and Torres Strait Islander Histories and cultures
  – Benefits of embedding knowledge of place related to the CCPs

• Towards Place Based Education in the Murray Darling Basin’ research project
How do you define Sustainability?

How do you embed Sustainability?

Indigenous perspectives?
Sustainability will allow all young Australians to develop an appreciation of the need for more sustainable patterns of living, and to build the capacities for thinking and acting that are necessary to create a more sustainable future.

Cross-curriculum Priorities

Aboriginal and Torres Strait Islander Histories and cultures

Aboriginal and Torres Strait Islander histories and cultures will allow all young Australians the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.

Towards Place Based Education in the Murray Darling Basin

• Community have more integrated meanings than used in schools

• Schools through policies and curriculum have environmental biased – conflict between school and community use

• There are more future oriented agreement on sustainability than on TBL

<table>
<thead>
<tr>
<th>Indigenous persons:</th>
<th>Males</th>
<th>Females</th>
<th>Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal</td>
<td>39,424</td>
<td>40,710</td>
<td>80,135</td>
</tr>
<tr>
<td>Torres Strait Islander</td>
<td>1,009</td>
<td>1,003</td>
<td>2,012</td>
</tr>
<tr>
<td>Both Aboriginal and Torres Strait Islander</td>
<td>682</td>
<td>665</td>
<td>1,347</td>
</tr>
<tr>
<td>Total</td>
<td>41,115</td>
<td>42,378</td>
<td>83,493</td>
</tr>
</tbody>
</table>

4% of the total MDB population

School age Indigenous children

<table>
<thead>
<tr>
<th>Age</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9 years</td>
<td>5,191</td>
<td>4,944</td>
<td>10,134</td>
</tr>
<tr>
<td>10-14 years</td>
<td>5,134</td>
<td>5,115</td>
<td>10,249</td>
</tr>
<tr>
<td>15-19 years</td>
<td>4,768</td>
<td>4,412</td>
<td>9,180</td>
</tr>
<tr>
<td>Total</td>
<td>15,093</td>
<td>14,471</td>
<td>29,560</td>
</tr>
</tbody>
</table>
8ways Aboriginal Pedagogy Framework

The Ngunnlu fish traps of Brewarrina
Over 40,000 years old – National heritage listed June 2015

Rivers Analogy

1. Mountains to sea

2. Water shapes river banks

3. Landscape moves, grows

You have a go

Design a lesson

• using Yunkaporta’s framework for teaching in a mainstream rural classroom.

• embed Indigenous perspectives
Bringing education home

Schools that build on local knowledge rather than generic knowledge make curriculum relevant builds individual and community pride builds engagement can lead to deeper understandings and learnings build closer ties across the community engages and enhances learning for all children
References/Bibliography


