Aboriginal Perspectives in HSIE

Presented by Belinda Martins, Laura Sleiman and Dominica Le.
Shared History

Refers to

“the fact that Australia has an Aboriginal history and Aboriginal viewpoints on social, cultural and historical matters”

(Recommendation 290, National Report: Overview and Recommendations of the Royal Commission into Aboriginal Deaths in Custody, AGPS, 1991)
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Shared history recognises that Australia’s history began long before 1788 and that, since then, Aboriginal and non-Aboriginal Australians have occupied the same country.

Most Australians have been presented with a version of Australian history that minimise or ignored events concerning Aboriginal people. Many violent and painful events have been, until quite recently, part of Australia’s hidden history.
Aboriginal Perspectives in HSIE

The HSIE K-6 syllabus promotes the concept of shared history.

This means:

- Acknowledging and including Aboriginal points of view as an intrinsic part of the HSIE curriculum.
- Leading children to the understanding that there are different points of view on the same set of circumstances depending on where you stand in relation to those circumstances.
Aboriginal Perspectives in HSIE

Sharing Points of View

Presenting lessons and HSIE content from both perspectives and therefore promoting the concept of a shared history
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<tr>
<th>Invasion</th>
<th>Occupation</th>
<th>Settlement</th>
<th>Exploration</th>
<th>Discovery</th>
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<td><strong>What do these terms mean according to the perspective you are in?</strong></td>
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Aboriginal Perspectives in HSIE

The four content strands

- Change & Continuity
- Cultures
- Environments
- Social Systems & Structures
Change and Continuity

Focus: Consequences of the past which have developed Australian Identity.

Divided into 2 sub-strands:

1. Significant Events and People
   - Significant people, students own heritage, British Colonisation and Australian Identities.
   - Stolen Generation, Survival Day, Dreamtime, Pemulwuy, Aboriginal Paintings

2. Time and Change
   - Changes in local communities, family life and its impacts.
   - Development of principles of Australian Democracy
     - Life stories of Aboriginal people, versions of local history beginning with Aboriginal community living/lived in the area
     - Aboriginal democratic practices before British Colonisation
Change and Continuity

Locate your local area on the Aboriginal Australia Map
Locate your area on the Australian Map

Search the name of the suburb on the Geographical Names Board to obtain the history of it.
Change and Continuity

Describe aspects of the colonial exploration and its implications on ALL Australians
Cultures

**Focus:** How cultural traditions and influences have contributed to Australian and community identities.

**Divided into 2 sub-strands:**

1. **Identities**
   - Identifying customs, practices, symbols, language and traditions, and the contribution of different communities and cultural influences to Australian identity
     - Aboriginal language groups, Passing down of Aboriginal customs and traditions e.g. Dreamtime stories, identifying local aboriginal place names and stores about the land, examining the contribution of Aboriginal people to Australian culture and identity.

1. **Cultural Diversity**
   - Looking at the cultural, linguistic, and religious practices of various communities, describing different viewpoints, ways of living, languages and belief systems in a variety of communities, Examining how cultures change through interaction with other cultures.
     - Looking at the cultural, linguistic, and religious practices of Aboriginal communities, gathering information about the lifestyles and experiences of Aboriginal people, examine how cultural diversity causes conflicting situations.
Describe your understanding of the purpose of the nationally remembered day Australia day.
Environments

**Focus:** Explore natural heritage and built features in Australia, highlighting ecological sustainability and intercultural understandings

**Divided into two sub-strands**

1. **Patterns of Place and Location**
   - Natural and built environments
   - The ways people interact with the land
   - The links between Australia and global environments
     - *Aboriginal peoples relationship with the land*
     - *Aboriginal names for geographical features*
     - *Recognition that Aboriginal nations are part of the Australian continent*

2. **Relationships with Places**
   - Relationship people have with the land
   - Recognise how various beliefs and practices influence the way in which people interact and value their environment
     - *Aboriginal views on land use*
     - *Significance of Aboriginal Dreamtime Stories*
Environments

What is the importance of land and how is it used in your everyday life?
Social Systems and Structures

**Focus:** The significance of social systems and their impact on the locally and globally and the roles, rights and responsibilities of people in different situations.

**Divided into 2 sub-strands:**

1. **Resource Systems**
   - Needs and wants
   - Impacts of systems on the environment
   - Impacts of social and global interactions on people and their environment
   - *Aboriginal organisations and their purpose*

2. **Roles, Rights and Responsibilities**
   - Types of RRR
   - Decision-making processes in school and community
   - RRR of state and federal governments
Social Systems and Structures

Discuss issues related to the inclusion of transport systems in the local community.
Roles, Rights and Responsibilities?

How can Aboriginal perspectives be integrated into this sub-strand?
Thank You