

VIDEO TRANSCRIPT – SCSA 9 – ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES

(Music)

(TITLE)

Aboriginal and Torres Strait Islander Perspectives

JASMINE REED

Anne Hamersley Primary School

This is Whadjuk country. I'm Jasmine Reed. I'm a Noongar Ballardong woman and I teach at Anne Hamersley Primary School.

KRYSTLE JACKSON

Deputy Principal Early Childhood, Anne Hamersley Primary School

When we employed Jas, we've now got an Aboriginal voice. So in the early childhood setting, we are working collaborative. She's, um, sharing her knowledge, her story, her background.

[Jasmine] *Speaking in Noongar language for story time with the children.*

And then how we can embed that into our literacy and numeracy, all of our integrated subjects, and um, just by having her teaching the teachers the right language, being confident, um, is helping us as a school.

JASMINE REED

What is country?

[Child] *Country means respect next to you, or, or behind you or every, anywhere.*

[Child] *If you waste water, you cannot drink water.*

[Jasmine] *Oh, okay, so it's about protecting the water. Oh, I like it.*

[Child] *I like to care for my friends.*

[Jasmine] *Caring for your friends, that's a great answer as well.*

It's really important. It really means something to me when they start making those connections to land and Noongar people in the country and this Whadjuk land. It just shows that I'm infusing the Indigenous perspective in such a respectful way.

[Child] *We have to spec [sic] the animals [sic], um, in the country.*

[Jasmine] *Oh, so country's all about respecting animals and that around you. That's what I'm seeing in answers. So, it's pretty cool.*

CHRISTIAAN MOIR

Principal, Anne Hamersley Primary School

We have 82 students here currently, uh, which is 11% of our population. So obviously in line with the Department's, um, drive around Indigenous education, um, we wanted to make sure we instil that within our community and welcome the Aboriginal people within our school and acknowledge their identity and, and the students within our school.

JASMINE REED

Let's do 'hello'. Put your hand up if you know 'hello' in Noongar, in the Noongar language. What is the word for 'hello'? Dejon.

[Dejon] Um, 'kaya'.

[Jasmine] Kaya! Beautiful.

So with the Reconciliation Action Plan in the *Early Years Learning Framework*, they're talking a lot about how you can make an impact in your school by delivering a program that just supports reconciliation.

Matilda, what do you think a Noongar person is?

[Matilda] *Um, a person who has another language.*

[Jasmine] *Oh yeah, they do. They speak another language. And do you know any Noongar people?*

[Matilda] *Um, my brother.*

[Jasmine] *Yeah, your brother's Noongar, isn't he? Yeah.*

Being an Aboriginal educator, it's an asset to the school, so I know not many schools have that, and I actually had this conversation with my child the other day and she said, I've never had an Aboriginal teacher. So, if you do have those resources in your school, it is great to lean on them and everyone seems to be leaning on me very respectfully.

Children sorting cards with Noongar symbols for animals, objects and nature

[Child] *Can you help me draw an echidna?*

BROOKE DAVISON

Anne Hamersley Primary School

An echidna, sure can. Is that who is the 'who' in your sentence?

[Child] *Yeah.*

[Brooke] *Okay, let's have a look.*

As a non-Aboriginal person, I know that I have to be cautious about myself drawing and representing these symbols.

...and he's got spikes on his back?

Definitely having Jas next door is a massive benefit to us as our cohort as well. So she just really brings a lot of knowledge and awareness and culture to this, this whole community.

Jasmine singing Five Little Ducks in Noongar language with children

CHRISTIAAN MOIR

Some people can have a— a negative experience in school and, and it puts them on the back foot, uh, and a bit tentative about coming into schools.

Jasmine continues singing Five Little Ducks in Noongar language with children

[Christiaan] It's definitely about building trust. So we thought if we're starting with the values, um, incorporate, uh, Noongar language and Aboriginal artwork into that, um, it might then show the students uh, and the parents and the community that we are really, um, I suppose the real deal. As in we want to drive Aboriginal education within our school.

BROOKE DAVISON

Good job. And park them. Beautiful singing voices, let's go. 'Here is the land, here is the land.'

JASMINE REED

As a team at our school, we do get a lot of planning together, a lot of collaborating. We design together as a team, our overview. So first we look at the Principles from the *Early Years Learning Framework* and we just kind of dream, 'what do we want for our children? What do we think the children are going to come in knowing?' And um, we basically just note down together some ideas.

CHRISTIAAN MOIR

So, the *EYLF* gives, um, each student their, their own identity, um and it's really important that we capture that. A sense of becoming and belonging, um, here at our school and to tap into their community, not just the Aboriginal community, but we have got 52 language backgrounds at our school, so it's really important that we, we utilise the *EYLF* to um, make sure we make those students feel part of our school.

[Jasmine] *So we got French, we've got Malaysian and we've got Noongar. Are you ready?*

KRYSTLE JACKSON

I think now teachers are a bit more aware that students are born with a culture and we are really trying to embed all the cultures in this school. I'm from New Zealand, so when I go into the classrooms, they're saying 'Kiora, Mrs Jackson'. So they're using my home language and then we are trying to incorporate all of the home languages.

JASMINE REED

Good morning. Hi Chester. Hi, good morning. Morning. Come in.

PARENT

I'm from Ghana. I've been here a while and I think from where I'm from, um, with Aboriginal culture, it's almost the same. Yeah, because we more like family orientated, like we help each other, we always sit and share stories. We share ideas mostly.

JASMINE REED

This is our grass plant that we grew in class. And tell me about it. What were we learning about?

[Child] *Well, we were learning about Noongar families.*

[Jasmine] *Yeah, we were, and what one's this one called?*

[Child] *Um, nook.*

[Jasmine] *Ah, 'cooda', 'djook' is the sister. Good try though. This one's a cooda. And why did you –*

[Child] *(Laughs) I said 'nook'!*

[Jasmine] *– oh, why did you want to name yours a cooda?*

[Child] *Because I have three baby brothers, do you want me to tell you all of them?*

[Jasmine] They were learning about Aboriginal kinship, and we compared similarities and differences between kinship of other cultures.

CHRISTIAAN MOIR

I'm sort of led by my Pre-primary co-lab team at the moment, and they sit down with the, um, EYLF, the NQS and the WA Curriculum to make sure that all their programs and plans and everything are making sure they tick all the boxes, um, and incorporating that, so they get time each week to be able to sit down and collaborate with each other and, and put those plans in place.

KRYSTLE JACKSON

I think parents are, you know, more wanting to come to the school and share their knowledge and stories as well and having Jasmine as Aboriginal voice and they feel like they can come to her as well.

[Parent] *(sing-song) I like the bracelet.*

JASMINE REED

I know, I've kept it on all weekend. Yeah, it was very cute.

I always say, um, I'm not teaching the culture and I'm not teaching children to be in this culture, I'm just teaching them about a culture that is in Australia. And, I also learn from their cultures.

Jasmine sings a song in Noongar language with children

CHRISTIAAN MOIR

We need to work towards reconciliation, including everyone. Respecting, respecting everyone's values, viewpoints. It's just something that we, we need to do as a, as a country.

(END)