

VIDEO TRANSCRIPT – SCSA 10 – RECONCILIATION ACTION PLAN

All footage filmed at Anne Hamersley Primary School

Warning text – images of persons deceased.

(Music)

(TITLE)

Early Years: Reconciliation Action Plan

JASMINE REED

Teacher, Anne Hamersley Primary School

Country is my identity. It's uh, where I belong. It's how everything's connected: the land, the waterways, people. When I'm standing here on Whadjuk land, I just feel a sense of respect and responsibility and I just feel like for my people I have to have that voice and try and do good. I'm Jasmine Reed. I teach at Anne Hamersley Primary School.

Jasmine's home and family

[Child] *Black foot, black foot... You are now it. Ruby's it.*

[Child] *What do I count to?*

[Child] *20. Count to 20.*

[Jasmine] My mob are from a bit further up and they're from Ballardong and, um, leads into Whadjuk area where the Noongar clans are from.

Alright, yeah. Be alert, be alert. That's it. Yeah. Good.

Living in the suburbs, it can feel like you're losing a bit of what country is. Aboriginal people live through storytelling and really interestingly, I was telling the children about my white side where my granddad was a convict, and um, my Aboriginal side where my grandma Barbara Jackson was a teacher and I was telling them how she couldn't share her culture, but my granddad, who was a prisoner, could go to school and she couldn't. And they were like, what? Prisoners can go to school and not Aboriginal people? They were just so shocked by it. And yeah, it is actually shocking when you really think of it. The fact that a prisoner can go to school and get all these benefits and, um, you know, my grandma wasn't even allowed in the city after five o'clock, so she had to have a pass. Yeah, and if she was, she'd get picked up by the Noongar patrol and once she got picked up and sent to, um, prison. Yeah, at um, Bandyup.

Jasmine riding a bicycle

This afternoon I have a Reconciliation Action Plan meeting and it's the first one since I've been RAP leader. And now our goals are to get the family involved and just build relationships. And then from that I'm hoping that we will have better opportunities for Aboriginal and Indigenous students here at Anne Hamersley and build on the reconciliation, um, journey that we're heading towards.

Jasmine presenting in a classroom

This meeting is about building reconciliation at Anne Hamersley. So this is our vision. Anne Hamersley values the Whadjuk Noongar people who are traditional custodians of the land where we teach, learn and grow. Anne Hamersley would like to embark on a journey of reconciliation by learning from, with and alongside the Whadjuk Noongar people. As a community, we'll strive to create pathways for learners that acknowledge First Nations perspectives and contribute to Aboriginal and Torres Strait Islander success.

I know with my grandma, she just was not allowed to attend school, so she started up a youth centre where they could learn sewing, leather making, art, dancing. And once she set that up, Aboriginal people had opportunities and ways of making it, that back then their culture wasn't allowed to be shared. It just wasn't. So now we can change that and allow this culture just to thrive.

Through the RAP, we'll create a learning environment, which we're starting to, that promotes a shared national identity. Because once you have that foundation of Indigenous perspective, all the other people wanna share their cultures. And then we are getting this union of this beautiful, like, diverse country.

PARENT

Coming from Ghana and knowing the culture that we have in here. I think it's great because it's like everything is almost the same. I think the fun thing about it is getting the kids to know and have a sense of belonging, which is great because you knowing who you are, I think it builds your inner feelings and it makes you, you know, resilient in, in whatever you go through. So I think it's great stuff.

JASMINE REED

I don't have any pushback. They adore it. They love sharing what they know. I have parents coming in and speaking in Greek and storytelling. I have parents whose children are disconnected from culture who love it and they say, oh my gosh, because of family circumstances I wasn't able to pass on that knowledge, and it's just so nice to hear it and for my child to benefit from it. So I find that I'm getting more responsive parents because of the place-based teaching that I'm doing.

PARENT

My daughter actually attends this class. Um, and I wanted to come in today because I really feel it's important for Aboriginal culture to be embedded in the schooling system.

[Jasmine] *We have been learning about the place...*

[Parent] I work in childcare and for many years I've had a big part in teaching my children Aboriginal culture. And now, um, coming into the classroom she's teaching me, which is amazing. It's just, it's so good to know that she knows more than I do and then I can then learn from her and just take that to whoever and everywhere.

Jasmine storytelling with a map in Noongar language

The waalitj taught the djidi-djidi a lesson...

A lot of teachers will tell me I'm too afraid, I'm too afraid, and they need that Aboriginal voice within the school to support them to use it.

[Brooke] *So I can draw my kangaroo symbols...*

[Jasmine] And to say it's not about being afraid, it's about supporting these children to feel like they belong and they're connected.

BROOKE DAVISON

Anne Hammersley Primary School

There we go, Mrs Davison's kangaroo. Can everybody see?

Definitely, having Jas next door is a massive benefit. She shares her work with us and how we can incorporate that into our classrooms.

It doesn't have to be exactly, you just have a go. That's what it's all about, having a go.

KRYSTLE JACKSON

Deputy Principal Early Childhood, Anne Hamersley Primary School

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. But seeing that it's getting embedded across Kindy to Year 2 and you know, we just wanna continue that journey as part of the school.

JOSH

Hi. I'm Jasmine's brother. Yeah. I come play the didge for her and for them.

I'm Josh.

[Children] *Hi.*

[Josh] *Hello everyone.*

I was just around it, I guess. When I was a kid there was always a didgeridoo on the wall, pick it up, play it.

Do you know why music is special to our people? Because we use music and dance to tell stories about hunting and fishing and things we like to do that are fun.

(Didgeridoo music)

JASMINE REED

So anytime you hear that sound, you could be an emu and look around for food like that. Or they might eat some food from the ground like that. Stand up, have a go. Yep. Looking around. That's it. Yep. Get some food. That's it. Alright. Now...

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.

Kangaroo jumping. Jump around.

It just shows that I'm infusing the Indigenous perspective in such a respectful way.

And up like this. Alright, that was good. (Laughs)

(END)