




INDIGENOUS
PERSPECTIVES
FRAMEWORK

THE FRAMEWORK

The Primary Connections Indigenous Perspective Framework is based on national research findings and collaboration with Aboriginal and Torres Strait Islander groups, cultural consultants, Indigenous education and linguistic experts and other stakeholders. The term 'Indigenous' refers to the Aboriginal and Torres Strait Islander peoples of Australia.

The framework acknowledges the differing worldviews and the diversity of perspectives that are the reality of Australian classrooms. It aims to accelerate science and literacy learning outcomes for Indigenous students and increase non-Indigenous students' and teachers' awareness and understanding of Indigenous perspectives.

The framework includes:

- A teaching and learning guide (see below).
- Six key concept areas that underpin the Primary Connections framework – information and resources for each concept area are available on the Primary Connections website.
- A series of six videos 'Connecting Minds' that depict primary school teachers incorporating Indigenous perspectives in the 5E teaching and learning model – available on the Primary Connections website.
- Curriculum unit links to relevant Indigenous perspectives (identified by the  icon).

The Indigenous curriculum links are designed to assist teachers to create a context that will generate interest, discussion and exploration of Indigenous perspectives that enhance the learning outcomes in Primary Connections units. Linking with local Indigenous peoples to establish contextualised, relevant Indigenous perspectives is important and recommended in the Indigenous perspective framework.

<https://primaryconnections.org.au/indigenous-perspectives-framework-quality-teaching-and-learning>

Primary Connections gratefully acknowledges the contributions of those involved with development of the Indigenous perspective framework.

INDIGENOUS PERSPECTIVES

Teaching and Learning Guide

RELATIONSHIPS

Establish genuine and effective relationships based on mutual respect and trust between teachers, students, their families and communities. Be fair, consistent and supportive. Genuine partnerships based on intercultural respect between individuals, schools and communities provide greater opportunities to improve the educational outcomes of Indigenous students.

SUPPORTIVE ENVIRONMENT

Incorporate EAL/D strategies where appropriate and be patient: suspend judgement and ask clarifying questions to support students' storytelling and representations of their developing understanding. Indigenous students' thinking and accompanying representations may involve a 'whole-part-whole' process. For some Indigenous students EAL or EAD will be the biggest barrier to engaging with learning in the classroom. Precede all learning and written tasks with discussion: incorporate yarning and narratives to support students to develop oral skills. Provide adequate time for students to develop skills. Allow students to use Indigenous language and/or Aboriginal English (code-switching) for discussions, but distinguish between these and Standard Australian English (SAE). The teaching of SAE is recommended to assist in improving educational outcomes.

Scaffold literacy tasks: include pictures and photographs, models, sentence starters, sentence strips, shared writing, tables, etc.

Include relevant, contextualised Indigenous perspectives to enhance participation in learning activities. Make connections between concrete, pictorial and symbolic or abstract information.

Observe cultural protocols, for example, some students may be sensitive to questioning, direct eye contact, being put on the spot and/or having attention drawn to them. Model and encourage educational 'risk-taking' behaviours to encourage Indigenous students to 'have a go' at asking and answering questions.

Support student confidence with repetition and scaffolding: repeat procedures, cues, and instructions until they are learned, then add on and provide new information. Use explicit, minimal instructions and provide verbal and visual cues. Use chunking or mini-tasks to make learning more achievable. Predictability is important. Model and role-play task requirements, use of equipment and appropriate behaviours.

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Teaching and Learning Guide

HIGH EXPECTATIONS

Establish high expectations based on individual learning achievements for all students. Make goals achievable: unpack the expectations and demonstrate and model procedures and processes to promote success and build confidence. Offer frequent and authentic feedback, encouragement and recognition for efforts and achievements.

LEARNING STYLES

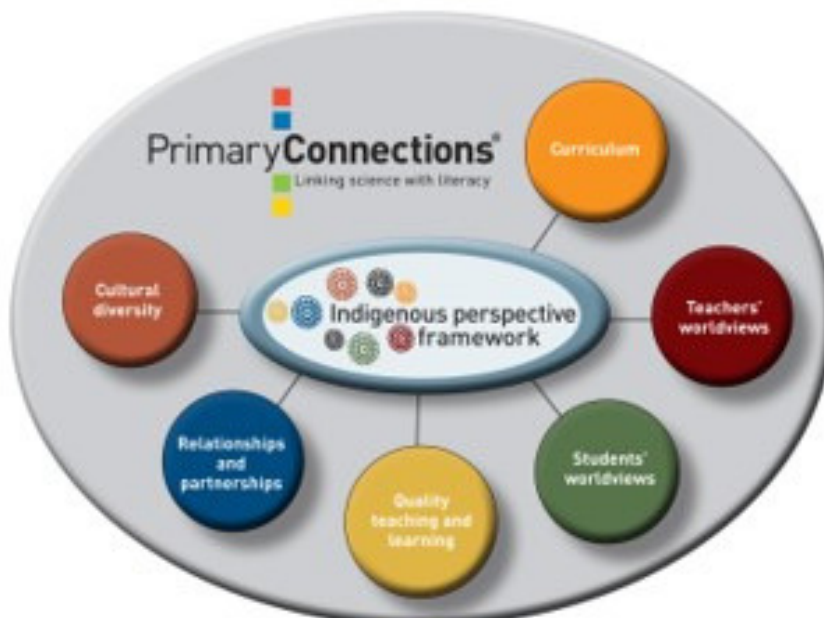
Provide active, hands-on, collaborative learning opportunities, supporting students to choose partners and groups. Include games, inside and outside activities, formal and informal and multi-sensory learning experiences and offer choice where possible.

Provide visual cues and tools: use colour, self-adhesive notes, diagrams, models and other visual learning tools. Support students to work with a range of media and representational modes to enhance engagement and application with written tasks.

Provide opportunities for inclusion of ICT and multimedia presentations and support students to develop skills with these applications.

LINKS WITH INDIGENOUS COMMUNITY

Establish links with local Indigenous community members to access contextualised, relevant Indigenous perspectives. Observe protocols recommended in state and territory Indigenous education policy documents (links available on the website) to seek out and engage with Indigenous community members.



Year	Biological sciences	Chemical sciences	Earth and space sciences	Physical sciences
F	<u>Staying alive</u> <u>Growing well</u>	<u>What's it made of?</u> <u>That's my hat!</u>	<u>Weather in my world</u>	<u>On the move</u>
1	<u>Schoolyard safari</u> <u>Dinosaurs and more</u>	<u>Spot the difference</u>	<u>Up, down and all around</u> <u>Changes all around</u>	<u>Look! Listen!</u>
2	<u>Watch it grow</u>	<u>All mixed up</u>	<u>Water works</u>	<u>Push-pull</u> <u>Machine makers</u>
3	<u>Feathers, fur or leaves?</u>	<u>Melting moments</u>	<u>Night and day</u>	
4	<u>Plants in action*</u> <u>Among the gum trees</u> <u>Friends or foes?</u>	<u>Material world</u> <u>Package it better</u>	<u>Beneath our feet</u>	<u>Smooth moves</u>
5	<u>Desert survivors</u>	<u>What's the matter?</u>	<u>Earth's place in space</u>	
6	<u>Marvellous microorganisms</u> <u>Rising salt</u>	<u>Change detectives</u>	<u>Earthquake explorers</u> <u>Creators and destroyers</u>	

* Due to updates to the Australian Curriculum: Science, Plants in action will need to be modified in order to incorporate ACSSU073: Living things depend on each other and the environment to survive¹. For example, after Lesson 4 of Plants in action you might like to include Lesson 2, Session 2 from Friends or foes? and explore the role bees play in the pollination of flowering plants. Additionally, after the Explain lesson in *Plants in action*, you might like to read and discuss the information text "Among the gum trees". Four free copies of that information text were sent to every Australian Primary School in 2018, thanks to generous donations from Eucalypt Australia.