


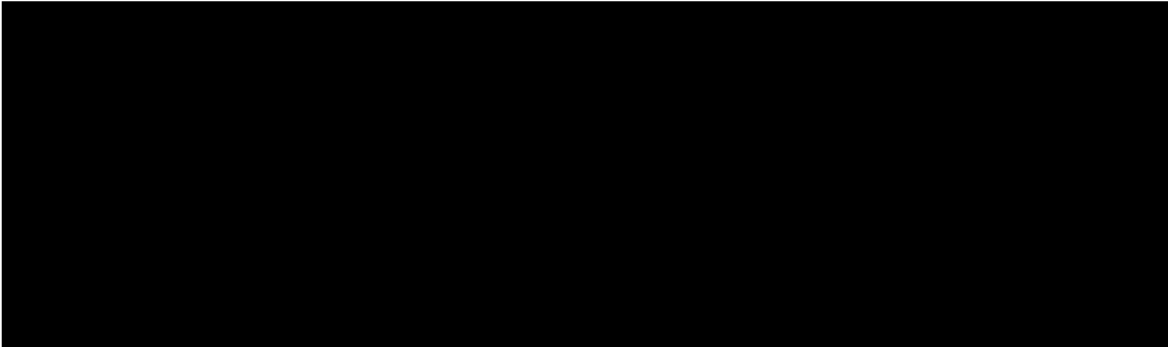


Introduction

AITSL 1.4 is about strategies for teaching Aboriginal and Torres Strait Islander students. To achieve this standard, teachers should have abilities to know and understand that the education of students from Aboriginal and Torres Strait Islander backgrounds may be influenced by their cultures, cultural identities and linguistic backgrounds. The reason why this standard exists is to make sure teachers have an awareness of the diversity of students, accept and encourage these, teach with understanding and respect. In order to develop a deeper understanding of AITSL 1.4, I will consider following five elements in this statement. Firstly, my identity and cultural location which has shaped my perspective, position and power. Secondly, student diversity and how to avoid stereotype, misunderstanding, discrimination in classrooms. Thirdly, how to engaging and making a connection with students' family and local community. Then, discussing the curriculum and pedagogy by reflecting Australia's approach and NAPLAN Report; and lastly critically thinking about AITSL1.4.

My identity and cultural location

Since I grew up in  and finished my high school there, I barely know anything about Indigenous Australian people and Indigenous nations before I take this course. After these weeks learning, I am getting to gain some knowledge, history, and policies about Aboriginal people, and starting to reflect myself.



social issues, and show my support, concern and respect in my future career especially in the Indigenous education (Stanesby & Thomas,2012,p.57). To achieve AITSL1.4, I will acknowledge the cultural differences in my classroom, use appropriate terminology in my

teaching, and hold discussions about cultures in classroom to get Aboriginal students involved and feel themselves as part of the classroom.

The diversity of student identities

There will be students from range of different backgrounds in my future classroom, and I have a relationship and responsibility to them all. By growing up in different backgrounds, not only students' but also my perspective, position and values have been shaped and influenced by the culture, environment. This means some students may have some stereotypes and "assumption" towards some cultures especially the minority culture or culture which used to have disadvantage in the dominant society for instance: Aboriginal Culture. Critically examining the persistence of racism in advantaging some groups and disadvantaging others is a fundamental job in education (Shay, 2015). As a teacher, my responsibility is to build a safe and respectful atmosphere for students to talk about their cultures, share their experiences confidently and proudly and help them step out the stereotypes. For example, Acknowledgement of Country will bring Aboriginal students in class a feeling of being cared for, respected and safe. The strengthening of cultural identities can make a significant contribution to students' wellbeing (Jackson-Barrett & Hammond, 2018). According to Bub-Conner (2012), student's enjoyment could be achieved and maximized by teacher's encouragement, inspiration, cultivate respect, and enthusiasm. By guiding students and myself to treat cultures in a respectful and critical manner, Aboriginal students could enhance their self-awareness, confidence of their identities. This method is not only makes sense in Indigenous education, but also helps all students to gain an appreciation of all cultures.

Family and Community

Parent and family engagement is about the connection, decision making. Getting parents involved in is important and challenging meanwhile, as a non- Indigenous background teacher there is a feeling of barrier between me and Indigenous parents and community, however, it is important because parents and families are able to give powerful support, encouragement and motivation according what students are learning and what they are experiencing (Bub-Conner,2012) and community could offer school necessarily support (McLaughlin, Whatman, Ross & Katona, 2012, p.180). To minimize the barrier with parents

and community members, I can use approaches like getting acquaintances with parents in daily life; gaining chat points with Aboriginal parents by following community news and attending events. As a teacher, I can the venue and make the time of consultations flexible to ensure parents are feel comfortable to talk and discuss about their children with me. Holding some events in class like: Aboriginal storytelling afternoon tea to get parents and community in class to communicate with students will bring them a perception of participating so that the relationship between will become more positive and productive. These kind of activities are also give Indigenous students a sign that I respect to their parents, community and have a meaningful relationship with them, which could make Aboriginal students feel comfortable to seek for my help.

[Curriculum and Pedagogy](#)

Posting NAPLAN (Literacy & Numeracy) on a national website *MySchool* shows high-stakes testing has existed on Australian curriculum and pedagogy, which shaped public opinions on success and failure and put pressure on students (Polesel, Rice & Dulfer, 2013). There is a gap in NAPLAN results between Indigenous students and non-Indigenous students which mainly because Aboriginal students with regard to EAL/D (Nakata,2011). According to Bucholtz, M. & Lee, J. (2017), I should treat languages as a skill not a problem. For instance, I could run “language exchange” workshop to help Aboriginal students gain their linguistic capital and also allow other students to learn a new language; I can also allow Aboriginal students to discuss with each other to build a better understanding of the knowledge. Nakata (2011) also suggests that teachers’ pedagogy should includes Indigenous perspective as an assistant tool to teach across culture and motivate Aboriginal students. For example, putting an evaluation from Indigenous perspective in a History class will engage students with different positions into a discussion, which help students to develop their critical thinking skills and teachers can observe standpoints of students from that.

[The Australian Professional Standards for Teachers](#)

AITSL standards is about the goal at each stage in my future career as a teacher, it helps me set a guide regards to self-development, self-education. The purpose of these standards is to have a knowledge, skills and abilities in practice to teach with different areas and scenarios. AITSL 1.4 is about a strategies of teaching Aboriginal and Torres Strait Islanders students, which

brings me a general knowledge and understanding and makes me start to question and reflect myself, be critical with cultural, racial issues. I need to consider helping Aboriginal students have an appreciation of their history and identity as my long time goal to achieve this standard (Evans,2012). However, as Nakata (2011) argues that it is necessary to re-consider the standard today, as education issues are varied during the time, think all students differently according to their knowledge. As a pre-service teacher, I think this standard is broad somehow, instead of grouping them by identities and following the “strategies” of teaching Aboriginal students, I would like to consider students as individuals, communicate with them regularly and offer them more specific help, and supports according to their needs.

Conclusion

In conclusion, through this statement I realized that there is still a long way to go with Indigenous education. Indigenous education has experienced disadvantages due to social and political reasons in the past, however, policy makers and government has been aware of that recently and establish standards and policies to fix the gap. As a future educator, I have duty to work along with these policies and AITSL standards, always be open-minded to cultural contexts and critically reflect my standpoint and teach with respect. I will put my effort into Indigenous education through engaging with Aboriginal students, families and communities, using appropriate pedagogy, removing assumptions and helping students as individuals.

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