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International Learning:
Learning to be International
A world of Views

Presentation Abstract

Strand 4: Culture Learning	
Presenter	Transformation or Confirmation of Timeless Notions? Abstract
Scott Jackson – Deputy Director of Curriculum Wesley college Nicola Bosua – Wesmob Coordinator Wesley College Scott.Jackson@wesleycollege.net Nicola.Bosua@wesleycollege.net	<p>Learning to live together: Wesley College, Melbourne and Fitzroy Valley Community Partnership</p> <p>Many cultures – One community</p> <p>In 2004 the Fitzroy Crossing Indigenous Community in Western Australia formed a partnership with Wesley College in Melbourne, Australia. Since the establishment of this partnership, Wesley College and the Fitzroy Valley Community have worked hard together to establish programmes that benefit all parties involved. Of the many programs that have resulted from this partnership, one is the PYP</p>



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Bunuba/Walmajarri Unit of Inquiry on Land, Language and Culture. This unit, operating since 2005-2009 was thought significant, as non-Indigenous teachers work closely with Indigenous Leaders for the entire duration of the unit. Indigenous Leaders direct and teach both the students and teachers every day for the month of October at Wesley College.

The Bunuba and Walmajarri languages and culture feature each day in our classrooms. Through reflective journals and oral presentations, the children and teachers all begin to understand the importance and connection of land to language and culture in the indigenous world. This has been a sustained, on going partnership where relationship and cultural understanding have been the focus since 2005.

In 2009/2010, funding was received from the Australian College of Educators Foundation to conduct a research project to determine the effectiveness of programs such as the Wesley College Bunuba/Walmajarri unit in terms of changing understandings of Indigenous ways of knowing by non-Indigenous teachers. The aim of this research was to identify key elements of the program that were having a positive impact on the non-Indigenous teachers in relation to improving understanding of Indigenous ways of knowing and being. Assessment tools were devised with input from the Indigenous Leaders.

The presentation will focus on the aims and nature of the unit with a presentation of the findings of the research into the impact of this experience on the teachers involved.



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