

Introduction to Second Publication Transcript

This paper explores the difference and the tension between discussing teaching and learning from a process-based perspective rather than a more simplistic content-based perspective.

The point is made that any particular or specific cultural approach to learning and teaching practice is evidenced by the process. Inclusion of content about First Nations peoples or issues within a learning and teaching process is not evidence that this content is being delivered within a First Nations learning and teaching approach to that content.

The discussion makes the point that based on broadly agreed upon international human rights standards, First Nations peoples should be in control of how content about their cultures is shared via learning and teaching experiences, and further to this First Nations peoples should be directly involved in the conceptualisation, design and delivery of formal education in Australia, across all levels and stages.

Based on reference to existing literature, the point is made that we need more clearly defined or agreed upon understandings of what an Indigenous approach to learning and teaching is in a contemporary Australian context. Without this sense of agreement or understanding it is hard to argue for and negotiate the inclusion of Indigenous practice moving forward.