

# Indigenous Education *continued*

## The Strategy

**The *National Aboriginal and Torres Strait Islander Education Strategy* (the Strategy) was endorsed by education ministers on 18 September 2015.**

Under the Strategy, education ministers have agreed to a set of principles and priorities that should underpin the approach taken by all education systems and providers to achieve the vision for Aboriginal and Torres Strait Islander education.

### Principles

Our Education ministers agreed that the following principles should be the basis of the approach taken by all educators:

- **Achieve potential:** High expectations are held for, and by, Aboriginal and Torres Strait Islander children and young people
- **Equity:** Aboriginal and Torres Strait Islander children and young people are able to access the same educational opportunities and achieve the same education outcomes as other Australians
- **Accountability:** Education systems and educators are accountable, transparent and responsive
- **Cultural recognition:** Aboriginal and Torres Strait Islander people's histories, values, languages and cultures are acknowledged and respected
- **Relationships:** Meaningful relationships value community cultural knowledge, wisdom and expertise, and demonstrate trust and respect
- **Partnerships:** Aboriginal and Torres Strait Islander people are engaged in decision making, planning, delivery and evaluation of early childhood, schooling and higher education services at local, sector and national levels

“Education Ministers have collectively identified seven priority areas”

- **Local approaches:** Educational outcomes for Aboriginal and Torres Strait Islander children and young people are accelerated through local approaches for unique and diverse communities
- **Quality:** Policies, practices, programs and partnerships are inclusive of the needs of Aboriginal and Torres Strait Islander children, young people and their families, and are informed by knowledge, evidence and research.

### Priority Areas

Education Ministers have collectively identified seven priority areas that will inform local approaches, and national collaborative actions to improve outcomes for Aboriginal and Torres Strait Islander children and young people.

“...educators acknowledge, respect and reflect the histories, values, languages and cultures of Aboriginal and Torres Strait Islander people.”

### Leadership, Quality Teaching and Workforce Development

Action is taken to ensure children and young people are taught by skilled educators who are culturally competent in the local context. Providers, including principals, set high expectations for learning that incorporates Aboriginal and Torres Strait Islander perspectives.

### Culture and Identity

Through the delivery of the Australian Curriculum, educators acknowledge, respect and reflect the histories, values, languages and cultures of Aboriginal and Torres Strait Islander people. All Australian children and young people have the same opportunity to learn about the histories and cultures of Aboriginal and Torres Strait Islander people.

### Partnerships

Quality partnerships are encouraged between education sectors and local Aboriginal and Torres Strait Islander communities and other stakeholders.

### Attendance

Schools and services work with families and communities on strategies to address barriers to school attendance.

### Transition Points Including Pathways to Post-School Options

Children are supported at critical stages of their education to improve engagement, retention and attainment and develop the



skills to participate fully in schooling, society and employment.

#### **School and Child Readiness**

High quality, culturally inclusive early childhood education services and schools work with families and communities to set a strong foundation for early learning, including a child's transition to school.

#### **Literacy and Numeracy**

Children's English literacy and numeracy proficiencies are developed by applying proven, culturally inclusive, responsive and personalised approaches to learning, such as English as an additional language or dialect in order to improve their educational attainment. ■

For more information visit: <https://www.education.gov.au>

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