# Government of South Australia LogoSACE Board Logo

Recognition of Aboriginal Cultural

Knowledge and Learning

Co-delivered learning

Operational guidelines and framework

Contents

[Introduction………………………………………………………………………………………………………………………………………………………………….3](#_Toc189572053)

[General information……………………………………………………………………………………………………………………………………………………3](#_Toc189572054)

[The three pathways of Aboriginal cultural knowledge and learning………………………………………………………………….4](#_Toc189572058)

[Cultural considerations for co-delivered programs……………………………………………………………………………………………... 7](#_Toc189572062)

[Framework for Aboriginal cultural knowledge and learning — co-delivered programs………………………………… 8](#_Toc189572064)

# Introduction

*We would like to acknowledge this land is the traditional lands of the Kaurna people and we respect their spiritual relationship with their country. We also acknowledge the Kaurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.*

The purpose of the Co-delivered *— Operational guidelines and framework* is to provide students, schools, and community organisations with information about community-led, student-led and co-delivered learning, and how it can contribute towards the award of the South Australian Certificate of Education (SACE).

This document uses the terms ‘Aboriginal’, ‘Aboriginal people’ and ‘Aboriginal Communities’ to recognise the diversity within Aboriginal cultures and communities. This document uses a range of phrases used to represent Aboriginal people, including Aboriginal and Torres Strait Islander people, Indigenous Australian people, and First Nations people.

# General information

Rationale

The Aboriginal Education Project explores approaches that will support Aboriginal students’ agency and sense of belonging, and for the SACE to value and recognise Aboriginal students’ language and cultural learning, skills, and capabilities.

As highlighted in the Alice Springs (Mparntwe) Declaration and the Shergold Review into senior secondary pathways (Recommendation 16); Aboriginal students should be able to draw on their cultural knowledge and competency to demonstrate their learning, in language, or on country. To support the SACE to become a culturally responsive qualification that provides opportunities for Aboriginal students to utilise their living history, languages and cultures as an integral part of their SACE, the Aboriginal Education project commenced work to develop comparable recognition models for Aboriginal students’ knowledge and learning to be recognised as part of the SACE completion requirements.

Relevant legislation

This project has not been framed within the boundaries of existing legislation or policy, but with a co-design approach to acknowledge, respect and meet the needs and advice of Aboriginal communities and students.

However, the proposed recognition model for Aboriginal community-led cultural learning has been interpreted as within the remit of the *SACE Board of South Australia Act 1983*. Section 15 (1) of the act sets out the functions of the Board. The functions that relate to this policy are:

(g) to recognise, in such manner and to such extent as the Board thinks fit—

(i) assessments of students made by schools, institutions or other authorities or organisations.

(ii) the achievements of a student in or towards completion of any activities or requirements recognised by the Board for the purposes of the SACE.

To this end, the term ‘*authorities*’ in point (i) above, has been interpreted to extend to assessments of students made by Aboriginal cultural authorities.

Policy principles

The proposed approach to Aboriginal recognition aligns strongly with the following existing policy principles as stated in the *Recognition Arrangements for Courses in the SACE Policy and Procedures*:

* that the recognition of learning is consistent with the principles, requirements, and standards of the SACE *(consistency with SACE principles)*
* that the amount and level of recognition of learning maintains and enhances the integrity of the SACE *(integrity of the SACE)*
* that the recognition arrangements balance the opportunity for students to personalise the components of the SACE and at the same time maintain coherence in the SACE *(coherence in the SACE)*
* that the recognition arrangements promote diverse pathways but do not duplicate the pathways provided by the SACE *(not duplicate identical pathways)*
* that the recognition process focuses on the learning achieved *(achievement-focused)*
* that the recognition process takes into account the nature and scope of the learning and the complexity of the learning, and that judgments about the complexity of learning are made against evidence of learning *(evidence-based)*
* that the reporting of community learning is consistent with the valuing of other, accredited learning towards the SACE *(consistency in reporting learning)*
* that the quality assurance processes of learning providers in guaranteeing the integrity of student results are *respected (quality assurance)*
* that the integrity of cultural assessments is dependent on the interconnected responsibilities of the students, school leaders, SACE Board, families and community *(interconnected responsibilities)*
* that the recognition process is based on the principles of fairness, transparency, and consistency in the application of the procedures *(equitable process)*

# The three pathways of Aboriginal cultural knowledge and learning

To enable the greatest accessibility and opportunity for Aboriginal students to have their cultural knowledge recognised, three separate recognition pathways have been developed. One pathway recognises knowledge and learning developed from within a student’s community which is generally taught by Elders, leaders or family members from that community (community-led). The second pathway recognises cultural learning that students drive themselves in an area of cultural interest or passion (student-led). The third pathway provides Aboriginal students with the opportunity to explore and develop an understanding of Aboriginal culture in a relevant and meaningful way while making community connections (co-delivered).

Community-led pathway

The community-led recognition pathway recognises significant knowledge and/or learning of Aboriginal cultures held by Aboriginal students which is being done in and by community for the purpose of students gaining SACE credits (Stage 2 20-credits). It is not a specifically curated learning experience for the purpose of students gaining SACE credits. It is the passing on of Aboriginal cultural knowledge and ways of knowing, doing and being over time.

Learning criteria

Aboriginal communities, through consultation, have confirmed that ongoing leadership, authority, and responsibility are valued as the highest levels of learning. When students are given ongoing leadership, ongoing responsibility and ongoing authority, they have developed and demonstrated deep understanding of aspects of their culture.

Recognition

It is SACE’s position that neither SACE, nor the school, require tangible evidence or even direct knowledge of the activities undertaken, only the type of learning that has been undertaken (as outlined above).

To ensure ownership of cultural knowledge and assessment remains within the student’s Aboriginal community, a recognised ‘cultural authority’ from within the student’s community (nominated by the student and/or their family) will verify the learning.

Quality assurance

Quality assurance of this learning will be managed through a set of defined criteria and standards for recognition. The SACE Board will not be involved in the assessment or the verification of community-led learning, instead the quality assurance will come through a model of trusted partnerships between the SACE Board and the school (principal), the school and the student’s community and recognition criteria and standards. A formalised community/cultural authority—school partnership agreement will need to be signed by the school and the nominated cultural authority, prior to recognition being awarded.

Refer to the *Community-led — Operational guidelines and framework* for further details.

Student-led pathway

The student-led pathway recognises cultural learning undertaken by Aboriginal students in an area of personal cultural interest. This pathway has been specifically developed in response to concerns from stakeholders regarding the large number of Aboriginal young people who do not hold existing ties to their community/culture, and Aboriginal students wanting a pathway that supports them to explore their Aboriginality in ways that are meaningful to them.

The activities that the student undertakes will be of personal interest to them, and learning is driven by the student rather than community or the school.

Learning criteria

The student-led learning criteria have been developed using the model of Knowing, Doing, Being, which provides a framework for cultural learning. The framework highlights three domains of cultural capability, drawing upon the Knowing, Doing, and Being framework used by Snook et al (2012)[[1]](#footnote-2). In each domain there are core and functional areas of capabilities that can be applied.

* **Knowing:** Knowledge and understanding
* **Doing:** Impact and contribution
* **Being:** Personal Meaning

Learning indicators have been co-developed with community and school stakeholders and are informed by the Stronger Smarter Recommendation 16 consultation paper that articulates nationally defined Aboriginal cultural competencies.

Recognition

Student-led cultural learning is assessed by a SACE accredited school-based assessor. The recognition of learning can be through multiple discussions if required. This supports the assessment to be focussed on the learning and not the evidence produced, or the performative nature of a one-off interview.

Recognition will be available for Stage 1, 10 or 20 credits and Stage 2, 10 or 20-credits depending on the depth of learning demonstrated by the student through their discussions.

Quality Assurance

Discussions are conducted with a SACE accredited school-based assessor.

At Stage 1, a criteria and indicator checklist is signed and stored in a central location at the school.

At Stage 2, a criteria and indicator checklist is signed and may need to be uploaded to schools online along with the recorded discussion, or other evidence of learning (can include teacher notes).

Refer to the *Student-led — Operational guidelines and framework* for further detail.

Co-delivered pathway

Recognition of Aboriginal Cultural Knowledge and Leaning co-delivered program provides recognition of students cultural learning with communities and or cultural authorities towards the completion of the South Australian Certificate of Education (SACE). The program celebrates and acknowledges Aboriginal students’ learning that is the result of Aboriginal communities and schools working together to develop and deliver programs for students that connect them to culture.

The program supports students to learn more about their culture, and themselves while deepening students’ sense of belonging, identity and connections.

Learning criteria

Schools are required to co-develop a cultural learning plan with Aboriginal cultural authorities and or Aboriginal communities describing activities, tasks, and learning that students will participate in.

Students are assessed across three learning domains: Knowing, Doing, Being.

The evidence described in the three learning domains should be equivalent to a 60-hour, Stage 1, 10-credit course, and can be met by students participating in multiple tasks and activities.

The recognition model of Knowing, Doing, Being, provides a framework for cultural learning. The framework highlights three domains of cultural capability, drawing upon the Knowing, Doing, and Being framework used by Snook et al (2012)[[2]](#footnote-3). In each domain there are core and functional areas of capabilities that can be applied.

Recognition

Recognition of Aboriginal Cultural Knowledge and Learning Co Delivered program is a 10-credit option Stage 1. Students can only receive credits for one instance of Recognition of Aboriginal Cultural Knowledge and Learning – Co-delivered program.

Quality assurance

Schools are required to co-develop with an Aboriginal cultural authority or community a ‘Co-delivered cultural learning plan’. Plans must be cosigned by a cultural authority or their delegate and should be kept in a central location by the school.

For other information regarding SACE recognition policies please contact askSACE, telephone 1300 322 920, or visit the VET and recognised learning pages of the SACE website (www.sace.sa.edu.au), which provides more information about community learning.

Refer to the *Co-delivered —Operational guidelines and framework* for further detail.

# Cultural considerations for co-delivered programs

When conducting interviews/conversations with students, advocates and communities, the following should be taken into consideration:

The school’s/teacher’s role is not to question if the learning activity has happened as described, their role is to facilitate and support the following:

* Ensure the cultural authority understands what can/cannot be recognised and to record the decision made by the cultural authority (community-led recognition pathway)
* Provide opportunities for the student to demonstrate their knowledge/learning against the learning criteria (student-directed pathway).
* Share and discuss the framework with the students so they know what they need to demonstrate to the assessor or advocate as part of their assessment.
* Ensure the cultural safety of students, their families, and cultural authorities involved, by building a partnership that respects and honours participants expertise and commits to enacting shared principles and values.
* Ensure that students, families and cultural authorities understand that specific details about cultural activities or knowledge (sometimes referred to as secret business, closed business, lore) do not need to be shared with the school or SACE if it would be inappropriate to do so.
* Ensure students know they are entitled to have an advocate present during all discussions.
* Communicate outcome/decision to student and any other people involved in the process (i.e. cultural authority and/or student advocate). Provide an explanation of why.

When talking to a cultural authority for the community-led pathway, the student (and or their family) may need to be involved in a ‘warm introduction’, it may not be appropriate / effective to have an initial meeting with them by yourself.

Conversations with students and/or cultural authorities should be arranged at a mutually convenient time and place (using technology where appropriate).

Students should not feel pressured into pursuing or not pursuing these recognition pathways. However, teachers and support staff should feel comfortable to encourage students to consider it where appropriate.

The assessment discussion processes may take more than one meeting/conversation. Students can produce and bring any relevant artefacts and materials if they wish to.

# Framework for Aboriginal Cultural Knowledge and Learning —

# co-delivered program

Description

Recognition of Aboriginal Cultural Knowledge and Learning co-delivered program is a 10-credit option Stage 1. Students can only receive credits for 1 instance of Recognition of Aboriginal Cultural Knowledge and Learning – co-delivered program.

Recognition of Aboriginal Cultural Knowledge and Learning co-delivered program provides recognition of students cultural learning with communities and or cultural authorities towards the completion of the South Australian Certificate of Education (SACE). The program celebrates and acknowledges Aboriginal students’ learning that is the result of Aboriginal Communities and schools working together to develop and deliver programs for students that connect them to culture.

The program supports students to learn more about their culture, and themselves while deepening students’ sense of belonging, identity and connections.

Recognition of Aboriginal Cultural Knowledge and Learning — co-delivered program recognises learning that is a result of students engaging in activities or programs that build their cultural understanding and develop their cultural connections and capabilities.

Schools are required to co-develop a cultural learning plan with an Aboriginal cultural authority and/or Aboriginal community describing activities, tasks, and learning that students will participate in. The evidence described in the three learning domains should be equivalent to a 60-hour, Stage 1, 10-credit course, and can be met by students participating in multiple tasks and activities.

Students are assessed across three learning domains, Knowing, Doing, Being.

The recognition model of Knowing, Doing, Being provides a framework for cultural learning. The framework highlights three domains of cultural capability, drawing upon the Knowing, Doing, and Being framework used by Snook et al (2012).[[3]](#footnote-4) In each domain there are core and functional areas of capabilities that can be applied.



Learning criteria

Co-delivered programs should provide students with opportunities to build and develop learning in all three of the following:

**Learning criteria 1 — Knowing (Kn)**

Students develop knowledge of Aboriginal culture, customs, beliefs, cultural protocols and histories through listening to and learning from Elders and/or learning on country.

Indicators:

Activities in this domain should:

* Provide evidence of interactions with Aboriginal community (Elders, Cultural Authorities and other community members).
* Support students to show developing connection to Aboriginal Culture through interactions with Aboriginal communities/Cultural Authorities.
* Develop students understanding of cultural knowledge and understanding.

Learning criteria 2 — Doing (Do)

This domain focuses on students’ actions, communication and ways of working respectfully in accordance with Aboriginal cultural protocols. Students take action in a culturally appropriate way. Students learn tangible skills such as, but not limited to, caring for land, proficiency in language, weaving, traditional medicine, cooking techniques, dancing or music.

Indicators:

Activities in this domain should:

* Show evidence of cultural skills/knowledge/practices being used.
* Allow students to start applying knowledge and learning in a practical manner (this can be through the production of an artefact).
* Provide opportunities for students to engage with Community and or Cultural Authorities to demonstrate their cultural capability.
* Can incorporate Aboriginal language to demonstrate aspects of learning.

Learning criteria 3 — Being (Be)

Students demonstrate authentic respect for Aboriginal culture, are aware of their personal values and biases and can reflect on their connection to culture.

Indicators:

Activities in this domain should:

* Provide opportunity for students to explore aspects of culture that are meaningful to them.
* Support students to explore the impact of connecting to culture for themselves.
* Give opportunity for students to reflect on their progress towards development of cultural knowledge and learning.
1. Snook, Scott, Nitin Nohria, and Rakesh Kurana (2012, XV) *The Handbook for Teaching Leadership; Knowing, Doing and Being*. Thousand Oaks, CA: SAGE Publications. [↑](#footnote-ref-2)
2. Snook, Scott, Nitin Nohria, and Rakesh Kurana (2012, XV) *The Handbook for Teaching Leadership; Knowing, Doing and Being*. Thousand Oaks, CA: SAGE Publications. [↑](#footnote-ref-3)
3. Snook, Scott, Nitin Nohria, and Rakesh Kurana (2012, XV) *The Handbook for Teaching Leadership; Knowing, Doing and Being*. Thousand Oaks, CA: SAGE Publications. [↑](#footnote-ref-4)