8 ways: Aboriginal pedagogy from western NSW. NSW Department of Education and Communities, 2012. 371.829 EIG

“8 ways’ is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. In this way, focus can remain on core curriculum content while potentially embedding Aboriginal perspectives in every lesson.” – p. 5. Website: http://8ways.wikispaces.com/


Among the cultural differences between Aboriginal and non-Aboriginal ways of learning are: a) Learning through observation and imitation rather than verbal instruction; b) Learning through trial & feedback; c) The group is more important than the individual; d) Holistic (global) learning; e) Visual-spatial skills; f) Imagery; g) Contextual learning; h) Spontaneous learning.” – p. 268-270.


This book examines early unsuccessful experiments in educating Aborigines; the revival of interest in Aboriginal affairs in the 1870s and 1880s and the development of the policy of protection; the establishment of the Aborigines Protection Board and its policies and practices for the next 80 years; and the changes which occurred in the 1930s, especially the impact of the Great Depression, which culminated in the Australia wide adoption of a policy of assimilation. It then examines the use of the school in achieving assimilation; the decline of the separate Aboriginal school system; Aboriginal affairs from the end of the Second World War to the end of the 1960s; the involvement of the Commonwealth Government in Aboriginal affairs following the 1967 referendum; evidence of poor school performance by Aboriginal pupils; and the changes which have occurred in the 1970’s and early 1980’s.


This book contains 245 documents, covering the period from 1788 to 1969. The wide variety of sources includes gazettes, government reports, official memoranda, books and articles, reminiscences, pamphlets, journals, diaries and personal correspondence, inspectors’ reports, newspapers, minute books, and parliamentary debates. Each of the three periods covered by the documents has a lengthy introduction, and each document has a brief commentary setting it in its context.


Chris Sarra became the first Aboriginal principal of Cherbourg State School in 1988. During the following six years, he transformed the school, but often with controversy.


This book "will be particularly helpful in the planning and implementation of primary, secondary and tertiary educational programs.” – Back cover.

Learning and teaching in Aboriginal and Torres Strait Islander education by Neil Harrison & Juanita Sellwood. 3rd ed. South Melbourne: Oxford University Press, 2016. 371.829 HAR

“This book helps pre-service teachers prepare themselves for teaching Aboriginal and Torres Strait Islander students in urban, remote and rural primary and secondary schools. It also guides teachers to confidently include Aboriginal and Torres Strait Islander perspectives in their programming.” – Back cover.
**Aboriginal education**


"Reform and resistance provides a comprehensive overview of the effects and benefits experienced by Indigenous students of … reform efforts.” – Back cover.


"Strong and smart – towards a pedagogy for emancipation tells the story of how Dr Chris Sarra overcame low expectations for his future to become an educator who has sought to change the tide of low expectations for other Indigenous students.” – p. [i].


"Chapters on Aboriginal history and culture, stereotypes and racism, government policies and reconciliation [assist in] integrating Aboriginal history and culture, issues and perspectives across the curriculum.” – Back cover.


"This book aims to empower teachers to help halt the cycle of disadvantage for Aboriginal and Torres Strait Islander students and make a real difference to their relationships, learning outcomes and opportunities in the short and long term.” – *Australian educator*, Spring 2015.