



# First Nations Pedagogical Approaches

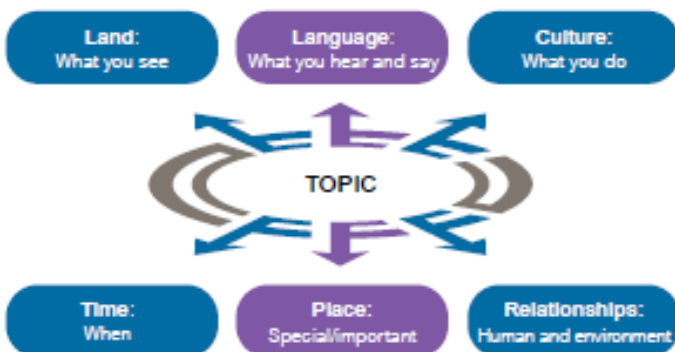
## Yarning Circles

Yarning Circles provide a respectful, collaborative learning environment that supports all participants to engage, be heard and to respond to a focus question. Include an Acknowledgement or Welcome to Country before commencing the Yarning Circle as a sign of respect.



## Uncle Ernie's Framework

Holistic View of the World, including the interrelatedness of land, language, and culture. Assists learning to be framed within the context of time/era.



Uncle Ernie's Framework – Queensland Department of Education

For further information, links and advice on culturally appropriate knowledge frameworks, visit the QCAA webpage to find out more. [www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/frameworks](http://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/frameworks)

## Eight Aboriginal Ways of Learning

-  **Story Sharing:** Approaching learning through narrative
-  **Learning Maps:** Explicitly mapping/visualising processes.
-  **Non-verbal:** Applying intra-personal and kinaesthetic skills to thinking and learning
-  **Symbols and Images:** Using images and metaphors to understand concepts and content.
-  **Land Links:** Place-based learning, linking content to local land and place.
-  **Non-linear:** Producing innovations and understanding by thinking laterally.
-  **Deconstruct/Reconstruct:** Modelling and scaffolding, working from wholes to parts. Begin with the whole structure, rather than a series of sequenced steps.
-  **Community Links:** Centring local viewpoints, applying learning for community benefit.

This pedagogical framework allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. Teaching that educates through Aboriginal processes and protocols, not just Aboriginal content, validates Aboriginal culture and enhances learning for all students.



8 Ways - Dr Tyson Yunkaporta - 2009