STATEMENT ON INDIGENOUS EDUCATION
IN
ANGLICAN SCHOOLS

Since the 1800s, Anglican schools have played an important role in the education of Australia’s young men and women. Today Anglican schools offer a quality education in the Christian tradition to over 150,000 young Australians.

Over the past 200 years, the story of Indigenous schooling has not been without difficulties. Yet today, Indigenous young men and women learn alongside non-Indigenous students in classrooms across the nation.

Anglican schools are diverse and socially inclusive. Whether single sex or co-educational, long-established or newly-founded, boarding or day, our schools are rising to the challenge of providing Indigenous young Australians with the educational opportunity that should be available for all Australians. Furthermore, Indigenous Australians are enriching the lives of students in Anglican schools, through building mutually rewarding relationships.

The partnerships are two-way. Indigenous students enrich the life and culture of schools, whilst they are enriched by the experiences gained from fellow students, staff and the wider school community.

Anglican schools are committed to enhancing the understanding of Indigenous Australian, spirituality, history and culture, whilst ensuring an ongoing commitment to Indigenous communities across the nation.

Our schools aim to professionally develop staff and provide classroom and other resources to enable teachers and support staff to offer meaningful educational experiences for students. One mechanism for such experience is the inclusion of Indigenous perspectives across the curriculum.

Many Anglican schools provide rich experiences for the development of meaningful relationships through direct connections with Indigenous communities, whether local or distant. Students can gain a deeper understanding of some of the complex issues that face all Australians, and in particular Indigenous Australians, empowering them to take affirmative action towards building a socially inclusive society.

When students leave Anglican schools, our aim is that they have a sense of connection with both the Indigenous and non-Indigenous spirituality, culture and history of their local community, as well as a broader connection with Indigenous people nationally. As young adults, they should feel comfortable to ‘walk in both worlds’.

Anglican schools wish to contribute towards the improvement of educational and employment outcomes for Indigenous Australians. Accordingly, our schools are committed to providing learning opportunities for Indigenous students and employment opportunities for Indigenous adults where possible and appropriate.

For all involved in Anglican schooling, the challenge is to consider how we can play a more effective role as partners in our Nation’s and Church’s commitment to improve educational outcomes of Indigenous young people. That is a mission imperative for all Anglican schools in this second decade of the 21st century.
CHECKLIST FOR ANGLICAN SCHOOLS

You may consider whether your school can say ‘yes’ to the following statements...

1. Do you acknowledge traditional land owners....
   - at the beginning of official ceremonies?
   - by way of a plaque in your school?

2. Does your school have an Indigenous Education Policy?

3. Does your school have an Indigenous Employment Strategy?

4. Have you signed up to a Youth Indigenous Leadership Program?

5. Does your school fly the Aboriginal and/or Torres Strait Islander flag?

6. Do you support the provision of educational resources for indigenous education/communities?

7. Do your staff and students have opportunities to visit Indigenous communities?

8. Does your school have a student and/or staff exchange program with an Indigenous school or community?

9. Has your school invited the Aboriginal and/or Torres Strait Islander Bishop to visit your school?

10. Do you run a special assembly or newsletter or editorial around NAIDOC Week and/or ‘Sorry Day’/Reconciliation Week?

11. What Indigenous content is in your curriculum – Indigenous art, history, spirituality and culture?

12. Is Indigenous food explained in food technology classes?

13. Do you host Indigenous sporting teams?

14. Does your school undertake other Indigenous initiatives?

15. Does your school offer an Indigenous Education Plan (IEP) to each Indigenous student?

(Some material sourced from AHISA Victoria 'Statement of Intent on Indigenous Education')