



The Australian Journal of **INDIGENOUS EDUCATION**

This article was originally published in printed form. The journal began in 1973 and was titled *The Aboriginal Child at School*. In 1996 the journal was transformed to an internationally peer-reviewed publication and renamed *The Australian Journal of Indigenous Education*.

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The success of Pre-Employment can be gauged by the increasing numbers of senior students returning to Yirara to take part. They are motivated by their families or communities, by the success of previous students who have moved into the workforce, and by a developing desire to increase their education with a clear employment target in view. Through Pre-Employment two students entered an apprenticeship with the Northern Territory Electricity Commission, and are now in their second year of a three year apprenticeship. Three students have joined the Northern Territory Police Cadet Course (two years) and one student has entered the Northern Territory Nurses' Aide Course. Several students have commenced further education at Batchelor to become teachers. Still others have found relevant employment in their own communities. The employers in Alice Springs have contributed greatly by being supportive of our work experience, and have shown concern for the students in their care. Employment opportunities are now surfacing as a direct result of this. Employment at home communities is also becoming more available to the students who have participated in Pre-Employment. Yirara holds the employers' viewpoints in high esteem and liaises constantly to find out employers' needs, and to inform them of the abilities and skills the students have shown.

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ABORIGINAL EDUCATORS' TRAINING PROGRAM 1981-82

*D. Tournier

Every Wednesday we have a training program for Aboriginal educators in Swan Hill, which is situated on the New South Wales and Victorian border near the Murray River. The Aboriginal educators involved in this program are: Jon Kirby, Caroline Steel, Lynette Bugeja and myself. This program is co-ordinated by our resource teacher - Jill Pattenden.

In 1981 we covered such subjects as reading and writing skills, communication, teaching techniques, lesson planning, Aboriginal history, child psychology, counselling, lessons in organising, oral history, community and alcohol, public speaking, submission drafting, study of Aboriginal spirituality.

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All these subjects were studied with the help of people in the community, both Aboriginal and European. These resource people included local elders, field officers, counsellors, psychologists, an alcohol counsellor, teachers, and people with tribal experience.

As part of the program we did activity days at local primary schools. These days are called *Jemuraji* days (which means "today's dreaming"). They consisted of different activities such as ground drawing, damper making, corroboree, totems and fire making. Everybody in each school was involved in these activities.

In order to understand teaching techniques we had to prepare a lesson for Year 9 Aboriginal Studies. The topic for the lesson was Sprituality.

In 1982 we intend to cover areas such as: Counselling, which involves interviewing techniques; Literacy, which involves the enhancement of reading, writing and recording skills; Teaching Techniques - teaching children to read, remedial work, Aboriginal Studies for teachers and children, lesson planning; we hope to learn First Aid, in case of an emergency so we will know how to cope with the situation; we are continuing our study of Aboriginal Politics and also continuing with Child Development, which will deal with children with brain damage, etc.; we are going to cover the subject of language, which means communication between teacher and child, so that the teacher has a better understanding of the differences in Aboriginal children.

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