



The Australian Journal of **INDIGENOUS EDUCATION**

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Teacher and Children "Susy's sound and Katy's (c) (Katy Cockatoo has two letters (k, c) which often sound the same) and Henry's.

What says 'oo' in the middle of the word?

Yes Otto's double sound, and what's at the end of school ?

Lallo lamb -1 .

I - straight down.

am - Abraham Ant and Mumma Moo.

going to - go and ing, Tottie's and 'o',

make - Mumma's and a, and Katie's sound.

There's a long 'a' sound so we have to put e at the end.

a - Abraham's on his own.

hat - Henry, Abraham and Tottie. Yes. It's got 'at' on the end."

By now, many of the children are using letter names, some are using a combination of letter and puppet names, some are still using puppet names only; but all are making links between letters, sounds, writing, spelling and reading - links that have been negotiated through talk.

Part 3:

INTEGRATED LEARNING EXPERIENCES WITH MULTIPLE OUTCOMES

Many talking activities lead to writing and reading and to activities in other curriculum areas.

A typical example is a cooking lesson. The decision to cook pikelets leads children to guess what ingredients will be needed.

Will we need ...?

Further discussion leads to the formulation and recording of a recipe.

We will need two cups of flour.

We will need some milk. (and so on)

The Polaroid camera is used to record each step in the process. The photographs are pasted in a book and captioned, providing more opportunities for discussion, and for the guided use of appropriate language.

Steps and pages may be numbered to draw attention to sequence. Discussions may follow on what was first, last, second with memories being confirmed by reference to the appropriate (last/second) page. Children may be asked to recall the next step or the step before .

Completed, the book provides a permanent record of an enjoyable learning experience and becomes part of the class's on-going reading material.

Finally the cooked pikelets are ready for distribution, providing opportunities for counting and for perceiving one-to-one correspondence. Or the distribution may provide real life experience with concepts such as half and quarter as the pikelets are cut and shared. And all of this activity is mediated through talk.

Integration and multiple outcomes are also a feature of the daily morning session.

Year 2

3rd March - Morning Session : Teacher's Plan

Attendance : roll, beads (one - to - one correspondence, cardinal/ordinal number, shapes, graphing), day, calendar.

New :

Colour for : green (dark green/light green)
the Day

Number for : seven
the Day

Language

- Units : revise 'are', possessive pronoun(his/her),
give practice with 'will be'

- Concepts : after/before; more/less, how many more to be equal
cylinder, cube, sphere, numeral

With this broad plan in mind the teacher follows the ideas and interests expressed by the children, taking each emerging opportunity to achieve (or reinforce) one or more of the planned outcomes .

3 March - Morning Session - Edited Extracts

I have focussed largely on the teacher's talk to illustrate the range of issues addressed. This session lasted for about forty minutes so the children had plenty of time and opportunities to become involved in the discussions.

Teacher : "It's time to call the roll. Kurt?"

Kurt : "I'm here."

Teacher : "Anita ? "

Anita : "I am at school." (and so on through the class)

Teacher : "Let's look at our beads for today."

(As they had entered the classroom, each girl had taken a coloured wooden bead from a box and placed it on a string hung on the teacher's easel. Each boy had placed his bead on a different string.)

How many boys are at school today? (Children count the beads)

How many girls? (Children count)

Are there more boys or more girls?

How many more boys are there? (A very difficult concept for children of this age, made easier by reference to the two strings which actually provide a graph of the attendance situation.)

Who chose a green bead today?"

Norman : "I did. Today I am a green cube." (a reference to the colour and shape of the bead selected).

Teacher : "What colour is first on this string?
What colour is second/last?
Who put his bead on before Norman's?"

Vincent : "Me. I'm a yellow cylinder."

Teacher : "What day is it today?"

Children : "It is Friday."

Teacher : "Which day of our school week is Friday?"

Children : "It's the last day."

Teacher : "Which puppet likes Friday?"

Children : "Foofle"

Teacher : "What is the day before/after Friday?"

Teacher : "Let's look at our calendar. Yesterday was the
(children call out - second) of March.
Today is the - (children - third).
Which puppet likes March?
Emily you cross off the numeral 3.
What will the date be next Friday?
Use the calendar to count in 7's."

Teacher : "Who has some news for us today?
Will you try to use are in your news?"

(The children offer a wide variety of news items.
Although most include are, the items are not stilted.)

Lorraine : "My uncle brought us some apples. We are going to eat
our apples for dinner."

Teacher : "I think we'll write Lorraine's story today. Lorraine said,
'We are going to eat our apples for dinner.'"

(Note that the use of 'Lorraine said' acknowledges the child's ownership of the story. Children like going back through the news folder to find their news items. It also provides a context in which punctuation marks can be shown to aid meaning. The quotation marks define the words actually said by the speaker. A question mark reminds us that the speaker was asking a question, and so on.)

Teacher : (Getting ready to write Lorraine's sentence on the news sheet)
"We - whose letter is that?"

Children : (As teacher writes) Willy Wombat's and e- are googa at the beginning and at the ending.

Teacher : "Apples - whose letter is in apples? That's our new puppet."

Teacher : (With the caption now complete, the teacher quickly draws a picture of Lorraine and some of her family eating the apples. As she draws she encourages children to volunteer information about shapes and colours (head-a brown circle, dress - a green triangle) and spatial terms (on the table, beside the plate).

Teacher : "Now we'll draw a balloon coming out of Lorraine's mouth and write her sentence in it. What did Lorraine say?"

Children : (Looking down at the caption and taking note only of the part in the talking marks)"We are going to eat our apples for dinner."

Teacher : "Right. Now how many apples are they going to eat?" (Teacher accepts various responses until one child volunteers 7 - the teacher's pre-planned number for the day.) "OK. They are going to eat seven apples. I'll draw them 1 - 2 - 3 - 4 on this side, and 1 - 2 on this side. Is that enough? Count them and see."

Children : "No. Only six."

Teacher : "How many more do we need?"

Children : "One."

Teacher : "Yes. One more. Six and one more are seven. I can write a number story for these apples. There are four on this side and three here, so $4 + 3 = 7$."

(This is added to the picture.) "What colour will I make the apples today?" (Teacher waits for, and accepts 'green', her pre-planned colour for the day.)

Teacher : "Now let's read our news."

Children : (Follow teacher's pointing and read the caption, the balloon, and the number sentence.)

Teacher : "Who can find the word that has two of Pippo's letters?
Who can find the little word for?
Who can point to the word are?"

Teacher : "Today's colour is green - dark green and light green.
Use the colour to talk about someone else." (This will allow the teacher to encourage the children to use possessive pronouns.)

Vincent : "Norman's shirt is green."

Teacher : "Yes his shirt is dark green. Tell me about Averil."

Jacky : Her squares are light green.

Teacher : (Leading back to her pre-planned number for the day.)

"How old are you Michael?"

Michael : "I'm six years old."

Teacher : "How old will you be after your next birthday?"

Michael : (Unsure. Teacher prompts. What comes after 6?)

"I will be seven years old."

Teacher : "Well done Michael. Get the 'seven' book."

(Michael collects a book which has been prepared page by page over a period of time. The early pages show collections of seven boys, seven men, seven rectangles. The later pages show grouped collections - four men and three men. Some pages show seven scattered items which can be "grouped" in various ways by "drawing" lines round them with a finger).

Teacher : "What shapes are these? (rectangles)
How many rectangles are there?"

Children : (Counting) "1, 2, 3, 4, 5, 6, 7."

Teacher : "How many green rectangles? (4) How many red? (3)
How many altogether? $4 + 3 = 7$.
Read the word for 'seven'.
Show me the numeral.
Tell me some numbers that are more than 7.
Yes. 8 is more than 7. 11 is more than 7."

(Later in the day the teacher will build on this activity, providing opportunities for children at varying levels of ability. Some will group objects into sets of 7. Others will arrange and re-arrange objects to write 'addition' number sentences $4 + 3 = 7$; $2 + 5 = 7$; others will use similar objects to write subtraction statements $7 - 4 = 3$; $7 - 2 = 5$; others may group the objects to write quite complex number sentences $3 + 2 + 2 = 7$; $(2 \times 3) + 1 = 7$).

By the time this morning's session is completed, the teacher has introduced and revised a wide range of topics. She has set a number of directions on which she'll build further work later in the day. She has ensured that every child has participated successfully in some oral language activity or response. She has helped the children link ideas and actions through talk, and she has provided for a range of outcomes so that all the children, from the most advanced to those who are struggling in certain areas, have been able to contribute in a way that has increased their knowledge and skill and supported their self-concept.

Learning to Talk and Talking to Learn

These children have learned to talk in a variety of social contexts. They have also learned to use talk to help them learn. The principles underlying the program I have described can be applied to children from a wide range of language backgrounds.

Can you apply some of its ideas and activities to any learners in your class?

The Cairns Workshop on Social Change Community Empowerment and Enablement

The workshop originates from the Brisbane train station at 9:15 am 2-10-93 .

1 The Peace Train' - a two day and one night train trip (2-3/10/93) to Cairns. Sessions on the train are devoted to exploration of social change through information sessions experiential exercises and key presentations. Topics for the "Peace Train" leg of the workshop are devoted to issues of equity social justice race and gender in relation to Psychology.

2 The Yarrabah Camp' - a two night and two day camp (3-5/10/93) at the Aboriginal settlement of Yarrabah to meet with prominent Aboriginal Maori and Anglo Psychologists and to meet with mediators effecting the peaceful resolution of conflict in Aboriginal communities. Food and tent lodging supplied.

3 Taking it home with you' - A Cairns debriefing night and a day (5-6/10/93) followed by the workshop dinner at Kunjal's nightclub - a restaurant owned and operated by an Aboriginal community in Cairns. Smorgasbord cuisine and two stage shows.

For more details acontact

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