Indigenous Education
A Learning Journey for Teachers, Schools and Communities

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This book reports on a three-year research based study of action learning in schools that sought to enhance engagement with local Aboriginal communities, promote quality teaching and improve students’ learning outcomes. The school studies come from different demographic regions in New South Wales, Australia’s most populous state and showcase the achievements and challenges; highs and lows; affordances and obstacles in the development and delivery of innovative curriculum strategies for teaching Aboriginal histories and cultures in Australian schools. The findings illustrate that engaging teachers in a learning journey in collaboration with academic partners and members of local Aboriginal communities in an action learning process, can deliver innovative teaching programs over a sustained period of time. As a result schools demonstrated that these approaches do produce positive educational outcomes for teachers and students and enable authentic partnerships with Aboriginal communities.

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