WARNING

Aboriginal and Torres Strait Islander readers are advised that this document contains images or names of people who have since passed away.
Graduating students, from left: Denise Van Issum, Lyn Felton, Stephanie Satrick, Robert Driese, Renie McBride, Michael Blackman, Celeste Driese, Tracey Bale, Richard Blackman, Carol Fisher, Arun Prasad, Cecilia Sabbo.

**GRADUATION 1985**

It has become an AITEP tradition to hold a Graduation Dinner Dance each year. This gives us the opportunity to congratulate graduating students on their success and relax after the pressure of end of semester exams, essays, and assignments. This year saw the largest number of students graduate through AITEP so far, really giving us something to celebrate. It was particularly exciting to see the families of many of the graduating students, who travelled to Townsville to share in the students’ success.

The students who graduated in 1985 were:

- Tracey Bale, from Southport,
- Michael Blackman, from Nambour,
- Richard Blackman, from Nambour,
- Celeste Driese, from St George,
- Robert Driese, from St George,
- Lyn Felton, from Mornington Island,
- Carol Fisher, from Palm Island,
- Renie McBride, from Hervey Bay,
- Arun Prasad, from Nambour,
- Cecilia Sabbo, from Mackay,
- Stephanie Satrick, from Gordonvale,
- Denise Van Issum, from Brisbane.
AITEP continued the tradition of being a family affair with brothers Michael and Richard both graduating and with Celeste and Robert joining their brother Phillip as teachers.

Two of the graduating students chose to teach in Aboriginal Communities for Catholic Education. Carol is now teaching at St Theresa Mission, near Alice Springs, while Renie is teaching at St Michael’s School on Palm Island. Tracey and Stephanie are both teaching at Malanda. Lyn is teaching in Cairns and Robert is close by in Gordonvale. Cecilia has been posted to Rockhampton, Arun to Ayr and Celeste to a small school near Sarina. Michael and Denise have both returned to their home areas to teach. AITEP students and staff wish them all well in their new roles as teachers. We are confident that they will make valuable contributions to education in general and Aboriginal and Islander Education in particular.

The Graduating students with Dave King, Helen McDonald, and Lyn Henderson who worked with the students in AITEP, and Noel Loos and Greg Miller, past and present chairpersons of the Aboriginal and Islander Education Division.
Jesse Sagaukaz dances at the Graduation Dinner Dance.

Denise Van Issum with her family and future husband.

Stephanie Satrick speaks on behalf of the graduating students.

Students and their friends at the Graduation Dinner Dance.
Shane Williams trained the students who danced as part of the entertainment program at the graduation dinner.
BOOK REVIEWS FROM STUDENTS IN DIPLOMA OF TEACHING (EARLY CHILDHOOD EDUCATION)

As future teachers of young children, students in Early Childhood Education need to familiarise themselves with a wide range of books suitable for pre-schools and early primary classrooms. As part of the subject Communications, students reviewed children's books and shared their reviews with others in their class. We would like to share three of these reviews with you.


Reviewed by Violet Dargan.

This particular tale of the dreamtime offers a logical explanation of why the kangaroo hops today. Young children can identify with this easily.

I have seen this tale reproduced on a puppet stage. I think this was a good idea because the children were able to see and become part of the kangaroo's experiences when he hops through the fire and tells the reason why he hops today.

This book, Djagurba Tales from the Spirit Time, provides suitable stories that can be made into big books as it has beautiful illustrations.

I would recommend this book to be used during National Aboriginal week activities as it tells the story of this Aboriginal tribe's dreamtime to well. I enjoyed reading and seeing the illustrations in this book.


Reviewed by Tracey Geia.

Where the Wild Things Are is a book that can captivate children. It is a story of a fantasy and imagination, of monsters and far away islands - a story that every child may dream of at some time or another. This book is one in which children from the ages of three to nine years can relate to, and totally enjoy. Its illustrations are sequenced in such a way that, from the beginning of the book to the end, the pictures slowly become bigger, as if they increase with Max's imagination.

The character of Max is a young boy, who is very mischievous and has a vivid imagination, which one night totally overrules him and his surroundings. And it is through this imagination that things begin to happen to him, and he becomes totally involved in his dream. It seems that when this book is being read to children, they become involved in the sequence of events as much as Max.

With this in mind the teacher could set up a surrounding or setting where the children could actually act out the story of Where the Wild Things Are and let their imagination take control of the situation, just as Max did.


Reviewed by Annie Mairu-Kaczmarek

In the exotic Indonesian island of Bali, Ayu, an old lady, tells three young girls how she once performed in the traditional Legong dance. This magnificent dance was performed under the light of the full moon, to the accompaniment of a gamelan, a type of orchestra, commonly found in Indonesia.

The language in this book is suitable for pre-school to grade three level. The story is brief and the children would really enjoy it, especially the illustrations, because they are very colourful. The children can dramatize the story by dancing and playing musical instruments.

It was with great sorrow that we learnt of the death of Colin Thomas during the summer holidays this year.

Colin entered AITEP with G5 and quickly became a well known identity on campus. We in AITEP will always remember his fun loving nature, so full of life and humour. All of AITEP will miss him greatly.
HEADSTART PROGRAMS IN UNITED STATES.

Professor Bernard Spodek visited Australia in 1985 to attend the Early Childhood Association Conference held in Brisbane. While in Australia he visited James Cook University and spoke with students in the Diploma of Teaching (Early Childhood Education).

In particular Professor Spodek discussed the development of Headstart programs in early childhood education in the United States. These programs developed in the '60's as part of the war on poverty, based on the belief that early education could break the poverty cycle.

Headstart programs were not merely preschool education. They were comprehensive child development centres where health and nutrition programs worked hand in hand with educational programs. A major feature of the programs was parental involvement. Each centre had a parent advisory board which was responsible for decision making in the centre.

According to Professor Spodek, Headstart programs are still popular today. While there are conflicting reports, Professor Spodek claimed that children who attended Headstart programs were:

(a) less likely to drop out of school;
(b) less likely to be held back in grades; and
(c) less likely to be referred to Special Education services.

Although Headstart only reaches 20% of the eligible population, these findings are very encouraging for those of us working in early childhood education.

Professor Spodek meets Paula Hocke, Veronica Coutts, Tracey Hill, and Karen Jacobs.
COMMUNITY TEACHING PRACTICE FOR ALL STUDENTS?

Each intake of AITEP students has the opportunity to undertake a Community Practice Teaching block in their third semester. This has proved to be a very valuable experience for AITEP students. Many students believe that this experience should also be available to white students. Michelle Munns and Gilbert Freeman give their reasons below:

Following, are a few of the reasons why ALL students should have the opportunity to undertake a teaching practice in a community:

- To provide student teachers with exposure to Aboriginal and Torres Strait Islander children and their communities in order to see first hand their different lifestyles and communication systems. These differences shape the atmosphere of the classroom. The teacher’s ‘in tuneness’ with the system makes his job all the more easier both with his rapport with the children and his teaching strategies.

- To enable student teachers to recognize the need to use a different approach to Aboriginal and Torres Strait Islander children in the classroom e.g. management skills. The over use of ‘shaming’ becomes detrimental and causes a ripple effect of discontent and resentment throughout the classroom.

- To provide an opportunity for student teachers to relate to Aboriginal and Torres Strait Islander children, and to establish a workable and beneficial relationship both inside and outside the school.

- To enable student teachers to become familiar with the difficulties that numerous Aboriginals and Torres Strait Islanders face by living in a community and from coming from low income families.

I feel that Community Practice should be available for both whites and blacks. This is because a lot of people don’t realize the problems faced by Aboriginal children. Some people’s attitudes towards Aborigines may change after this experience. It would also give them an opportunity to notice the different methods of teaching and programmes used in these schools and to compare them to European classrooms.

Students in the AITEP programme have to teach in schools where the majority of children are white, so whites should be placed in a situation where the majority of children are black. Whites may think we have an advantage because of our skins, but there are white teachers on communities, so they shouldn’t feel too out of place. Maybe they could be given a few lessons before they go out to the communities so that they have an idea of what to expect. I wonder how they think we feel when we walk into a school full of whites.

It’s good that AITEP students are given a chance to go to these places, not only to see how Aborigines are taught, but also to learn about their lifestyles and customs. A lot of the AITEP students have never been to an area with a large population of Aborigines, and so it would be an experience for them too.

I’ve spoken to a few white people and they’ve said that it isn’t fair that we get to teach on a community and they can’t. Well why can’t they?

Gilbert Freeman

AITEP VIDEO

We have made a video promoting AITEP. It is 14 minutes long and features many past and present students. If you are interested in viewing this video, please contact AITEP, School of Education, James Cook University or telephone Helen McDonald (077) 71 8515.
WHAT STUDENTS THINK ABOUT EDUCATION

The following are extracts from students' writing.

Aborigines taught their children for many years, before white people came. However, the Europeans thought the Aboriginal way of teaching was inappropriate in the "new world". The Aboriginal curriculum involves participating in real life situations. The aliens on the other hand believed that to learn anything of value was to learn the white man's way, and be taught by them. Their way of teaching involved isolation from the daily community in special institutions, such as schools. This method of teaching had no immediate value in every day life, but was designed to get children ready for adulthood. The Aborigines, however, live from day to day rather than looking towards the future. The Europeans thought that Aboriginal teachers lacked the appropriate skills to be effective classroom teachers. However, I believe that it was the European education system that was inappropriate to the Aboriginal children, no matter who was teaching it.

Veronica Coutts

We need a lot more Aboriginal and Islander teachers to teach on communities, as I think they will be better with the children because they will be able to communicate better with the children and understand them more. The children would be able to relate back to the teachers and feel more comfortable and confident in their work. With a white teacher, I think it would be uncomfortable for both the children and the teacher, if the classroom contained all black students.

Paula Hocke

If the Aboriginal children learned to have respect for themselves, they would have a better chance of learning the white society's ways. They would also be able to handle what is expected of them.

Esther Richardson

Teachers should give Aboriginal students moral support and encouragement, rather than degrading them. This may be done unintentionally by the teacher and so the Aboriginal students should be patient with the teachers.

Esther Richardson

I think teachers need to understand what sort of environment Aboriginal children live in before they actually jump to any conclusions about a specific child. For example, crumpled textbooks may suggest the child is dirty. However, teachers might not realize that the children are not in a very good position to learn to organize anything at school if their housing is inadequate.

Sharyn Bradley

VISIT BY HUMPHREY MCQUEEN

Humphrey McQueen was born in Brisbane in 1942 and all of his schooling and university studies were completed in Brisbane. He taught in Victorian schools for four years from 1966 onwards. He began university lecturing in 1970 and in 1974 began a career of freelance writing.

His first book published was “New Britannia” in 1970, then in 1974 he wrote a book entitled “Aborigines - Race and Racism”. Humphrey McQueen has written five books since then; his latest, a collection of essays, is “Gallipoli to Petrov”. He is now a freelance lecturer, journalist and historian. In his own words, he “wanders around the country doing various classes and lectures”.

Humphrey McQueen often lectures on racism. He believes that there are dangers in multiculturalism if multiculturalism is only seen as trying to teach tolerance and if the causes of racism are not understood.
He goes on to say that racism is culturalism and that two major attractions of racism are economic and sexual. Thus the attraction or prejudice is a statement of self. One’s sense of personal identity is constantly altered and the fear of change and other cultures may challenge one’s individualism.

The question of relevance of this lecture to the classroom may be answered in the question he asked: “Why are people attracted to prejudice?” If, as Humphrey McQueen says, it is a statement of self, we, as future teachers, should take a long, hard look at ourselves.

Carol Fisher

UNESCO VISITOR

A key figure in the affairs of the United Nations Educational Scientific and Cultural Organization (UNESCO), Mr Patrick Seddoh, recently visited the University. Mr Seddoh, who comes from Ghana, is Chairman of UNESCO’s Executive Board. In this role, he plays a major part in shaping the course of the organization.

Mr Seddoh was in Townsville to familiarise himself with Aboriginal literacy programs, as part of his involvement in the work which UNESCO does around the world to overcome illiteracy.

At James Cook, he talked to trainee Aboriginal and Islander teachers and held discussions with staff working in the field of Aboriginal and Islander history and culture.

(reprinted from JCU News.)

Mr Seddoh is seen here with trainee teachers (left to right) Karen Jacobs, Neari Lowah and Gata Alfred, and Mr Greg Miller (right), Program Co-ordinator of the Diploma of Teaching (Early Childhood Education).

AITEP NEWS

For further information contact:

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VISIT BY THE FIRST ABORIGINAL TEACHER.

Pearl Duncan became a teacher at a time when very few Aboriginal people had the opportunity to go beyond primary school. Ms Duncan attended an Anglican Training College before teaching in mission schools at Yarrabah and in the Torres Strait. She then returned to New South Wales where she had to pass a series of examinations before finally gaining the necessary qualifications to be accepted fully by the New South Wales Department of Education.

Ms Duncan encouraged AITEP students to accept the responsibility and challenge of education and to continue the work of their forerunners. She saw that affirmative action programs such as AITEP were making an important contribution to Aboriginal and Islander Affairs. However she stressed that Aborigines and Islanders should be everywhere, not just in education.

On a personal level, I was surprised to find that Ms Duncan, who took me for sports when I was in Grade 3 at Kensington Primary school, was herself Aboriginal. At that time I certainly didn’t realise that I would be working towards increasing the number of Aboriginal and Islander teachers and I certainly didn’t appreciate the sacrifices that Ms Duncan had made to be a teacher.

Ms Duncan’s visit provided AITEP students and staff further insights into the strength and persistence of Aboriginal people throughout colonization.

Helen McDonald
Senior Tutor - AITEP

If you are interested in becoming a teacher through AITEP, write to:

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TOWNSVILLE, Q. 4811

or telephone (077) 71 8565
AITEP STAFF ARE STUDENTS TOO!

While AITEP staff are busy advising students about study techniques, they are also studying themselves. Lyn Henderson is working on her Doctorate of Philosophy, researching the history of the Thuringowa Shire. Sharon Pearce is also studying for her doctorate. Her thesis focuses on Australian literature in the '30s. Barbara Watson is putting the finishing touches on her dissertation for the Masters of Special Education. Barbara’s dissertation looked at Aboriginal youths and the Juvenile Justice system. Rebecca Hooper and Helen McDonald are both working towards the Masters of Education. Continued study ensures not only that AITEP staff are academically developing themselves, it also ensures that they are sharing the very same problems as AITEP students.

THE HOME I PRAPA MISS

I sit down ya la verandah  
I look towards the younda point  
I see ole big one curries kum insite  
I sit an lessen por them birds sing out  
I sit ya an small da freshness blo flowers from mama’s gardin.  
Oh my home dat I prapa miss.

Teck e me across da dusty plain  
Teck e me por dat burramundi doman  
Teck e me por dat place ware belly damper remain  
Teck e me ware albatross roam  
Oh, my home I prapa miss.

Lela Ara

VISIT BY ERICA KYLE

Ms Erica Kyle was invited to give a lecture in the compulsory course, Race and Culture, to eighty third year students in the Diploma of Teaching at James Cook University. These students are studying to be primary school teachers. Erica spoke about Palm Island and how Queensland’s legislation affects her and other Aborigines living on Palm Island. She spoke of the high rate of unemployment and the self-help schemes operating on Palm Island. Many of the teenagers have formed a drama group. They write, produce and act in their own plays.

Erica also told the white students that if they get posted to a school on an Aboriginal or Islander community they should involve the children’s parents and extended family and other relevant community people in the children’s education. Another suggestion was to make the school and classrooms more “Aboriginal”.

The student teachers were impressed by Erica’s personality and commitment and learnt a great deal from her lecture.

Erica Kyle from Palm Island.
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