

Be You video transcript

Identify and build connections in the Kimberley and Pilbara regions

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There are a number of roles you could say we do in the school, that encompasses the whole AIEO role.

In a classroom itself, we support mainly the students in the classroom with their learning.

For example, I've been following a student that is struggling with English and literacy and numeracy stuff. So, I follow that student right through and help them with doing the work, basically understanding and being able to do the work.

I support the teacher in a way as well, with trying to encourage students to stay on task and encourage them to understand what they're learning, to stay focused with their learning and basically try and explain to them the importance of getting an education and being able to focus on their learning.

Outside of the classroom, in the school environment, we are pretty much involved in organising events, special events at the school.

Coming up now is Reconciliation Day. So, we're looking to plan a Reconciliation Day. NAIDOC Week, we'll be celebrating NAIDOC Week at the end of the term. We normally celebrate at term two, every year.

Outside of the school, I've been involved in the past in the junior basketball program that used to happen on Monday afternoons and evenings. During the regular basketball season, they have their seniors on the same night and the juniors start before that. So, we go down to the courts, to the rec centre and help out with the umpiring.

We have a good – basically a very good – understanding of the student's family and their family links, their extended family links, their cultural background, where they're from, whether they be from a certain Language Group or a certain cultural group, what sort of practices they have, especially when it comes to aspects of culture, like sorry time; when there's been a death in a family, of students families, close families, because with Aboriginal students, all family is close, close family to them.

Educators are like, as with the teachers, I suppose, they have their duty of care to check with their students. They discuss issues that are affecting the school and especially the kids.

We have an input and then they respect that, but inside, in the classroom itself, team-teaching, working together as a team.

If they're teaching something, then in the past, I've had a teacher work with me and ask me to have an input into giving different examples or different ways of putting what he's saying.

So, working like that, in a classroom with everything, with the teacher, is a good example of that.

A positive impact that an AIEO would have on the classroom environment, is basically your presence there. Knowing that they have someone from their culture in the class, someone that they can relate to, if they do have any issues, that they can talk to.

So, if there's a problem that does come up, then I would go and deal with it – being the first point of call.

Being related to most students that do come to the school, I pretty basically know all the students' families.

I have a good understanding, good knowledge of who they are their background.

Even at a place like Mowanjum that people don't understand, they don't know that I've got families out there and I do tell them that and some of them get surprised.

And when you tell them this, they react to you in a certain way, in a more, in a really good way.