

# Be You video transcript

## Flexible, culturally responsive education in the Kimberley and Pilbara regions

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When people come in, the kids have to build relationships with people.

Building those relationships take time and if they don't have an understanding of what the environment of the child's like, they're not going to be able to make those connections, have an understanding of the area that they work in, the cultural issues or cultural demands that the families in that area have.

Those kids aren't able to build that relationship or connection with that teacher. They generally won't make that effort to get to know that person.

If you don't take time to understand, you're not going to get the best out of the children.

I think they should be informed before they come up this way. I think that's a responsibility, the role the school should take, to provide them with an information packet of the area that they live in and understand that these kids walk in two worlds – having their cultural responsibilities, responsibilities to family, to go to funerals, and to go to cultural business, but understand that they're learning how to do other things, like going to school.

This generation of children are about technology and integrating that into their education.

I think if you get involved in that, you're going to get more enthusiasm from the kids, you're going to get more involvement, and they're going to be excited about going to school.

Educators need to understand that it doesn't all fit in one box, we're not all the same. And if you're going to come up this way, then it needs to be taught our way up this way.

To get the most out of the kids, you need to have community engagement and those relationships take time to build.