

Recognising capabilities the student might not see in themselves

Sophie Grambeau – Teacher - Laynhapuy Homeland School

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Sophie is a teacher at the Laynhapuy Homeland School in Arnhem Land. The school has been involved in the Recognition of Aboriginal Cultural Knowledge and Learning project since initial consultation in June 2021.

“Because we are new to the SACE, our students are still learning how it works,” Sophie said. “I think that cultural knowledge being recognised helped that understanding. It can be a great way to bring families into that conversation, to start talking about the SACE.”

Sophie appreciated the growing understanding that students spending time away from school is not necessarily absence from learning. “For a student in a remote context or a homelands context, (the SACE) may take three to four years to complete as there is a lot of work to catch up on because they're transient or attending ceremony. It will make the SACE much more achievable for students in those school years where we know they might be more likely to disengage from school before they complete if it's taking them four years. If we can reduce that gap to two to three years rather than three to four years, I think that will make a big difference.”

The Recognition of Aboriginal Cultural Knowledge and Learning pilot included [community led learning and self-directed cultural learning](#). Sophie was particularly encouraged by the self-directed approach. “The real benefit of the student-led pathway is having the advocate there to be able to point out things that the student might not see in themselves. When I spoke to a family of a potential student-led candidate about participating in the pilot, they started rolling off things straight away that they see in that student and they're really excited to be able to talk on behalf of the student about their cultural knowledge, but with the student there as well.”

Sophie is hopeful that learnings from the pilot continue to improve engagement across the system. “I think the biggest impact for me is the way that the pilot has been able to strengthen the connection between senior years learning, the SACE and the community.”