

*A Report on the “Traditional Indigenous Games
within the Education Community” Professional
Development sessions delivered for Cairns ATSSIS,
Department of Communities*

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Report on TIGs within the Education Community Seminar

Executive summary:

The purpose of this report is to outline the evaluation results of a Professional Development Seminar conducted in Cairns, and funded by the Aboriginal and Torres Strait Islander Services, Department of Communities, Cairns. The seminar aligned learning experiences to the objectives of the course relating to Traditional Indigenous Games, in a supportive and inclusive environment. Course evaluations were completed by participants, who strongly indicated these objectives were met, and who felt there were many favourable outcomes as a result of their participation in the seminar.

Introduction:

This report is an evaluation of the Professional Development Seminar conducted in Cairns, for the Traditional Indigenous Games LEAP strategy, through Aboriginal and Torres Strait Islander Services, Department of Communities, Cairns.

Three key objectives for the seminar in Traditional Indigenous Games (TIGs) were identified as target areas for the expansion of TIGs. The first objective was to increase cultural competencies by triangulating components of knowledge, skills and attitudes of participants. The second objective related to increasing the confidence of participants in delivering TIGs. The third objective was to lay the foundations for showcasing the games within the local community and develop deeper understandings of and respect for Indigenous culture. In this way, these three objectives would pave the way for reconciliation within the community.

The report provides a summary of the sessions and how the activities contribute to achieving the objectives of the seminar. The results of the participants' evaluation of the two-day seminar provide a measure of the degree to which the seminar objectives were achieved for each participant.

Structure of the Professional Development Seminar:

The professional development seminar was conducted over two days, with the first day acting as an introduction to Traditional Indigenous Games, and the second day investigating the co-operative nature of the games. The outcomes for each session reflected the overall key objectives of the seminar. Table 1 represents the alignment of activities and learning experiences with the key objectives for the seminar.

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Table 1: Alignment of Learning Experiences with Key Objectives

Learning Activities	Key Objective
<ul style="list-style-type: none"> ➤ Identify, understand and outline the nature of the games. 	<ul style="list-style-type: none"> ➤ Increase cultural competencies
<ul style="list-style-type: none"> ➤ Deconstructing the Yulunga resource 	<ul style="list-style-type: none"> ➤ Increase cultural competencies ➤ Increase confidence to deliver TIGs
<ul style="list-style-type: none"> ➤ Play, Participate and enjoy a number of TIGs ➤ Compare and contrast TIGs with current Sport and physical activity practices. ➤ Groups report back and share their experiences of each game. 	<ul style="list-style-type: none"> ➤ Increase cultural competencies ➤ Increase confidence to deliver TIGs
<ul style="list-style-type: none"> ➤ Judge how to effectively teach the games to children ➤ Devising how to teach and facilitate the games ➤ Apply these ideas to students to teach them these games. 	<ul style="list-style-type: none"> ➤ Increase cultural competencies ➤ Increase confidence to deliver TIGs
<ul style="list-style-type: none"> ➤ Judge how facilitating TIGs went with children using de Bono's model. ➤ Reflect on delivery 	<ul style="list-style-type: none"> ➤ Increase confidence to deliver TIGs ➤ Showcasing TIGs to community
<ul style="list-style-type: none"> ➤ Identify, understand and outline the social demands of co-operative learning. 	<ul style="list-style-type: none"> ➤ Increase cultural competencies ➤ Showcasing TIGs to community
<ul style="list-style-type: none"> ➤ Identify, understand and outline the reflections from the previous day's games. 	<ul style="list-style-type: none"> ➤ Increase confidence to deliver TIGs
<ul style="list-style-type: none"> ➤ Play, Participate and enjoy a number of TIGs ➤ Compare and contrast TIGs with current Sport and physical activity practices. ➤ Groups report back and share their experiences of each game. 	<ul style="list-style-type: none"> ➤ Increase cultural competencies ➤ Increase confidence to deliver TIGs
<ul style="list-style-type: none"> ➤ Judge how to effectively teach the games to children ➤ Devising how to teach and facilitate the games ➤ Apply these ideas to students to teach them these games. 	<ul style="list-style-type: none"> ➤ Increase cultural competencies ➤ Increase confidence to deliver TIGs
<ul style="list-style-type: none"> ➤ Judge how facilitating TIGs went with children using de Bono's model. ➤ Reflect on delivery ➤ Course evaluation 	<ul style="list-style-type: none"> ➤ Increase cultural competencies ➤ Showcasing TIGs to community

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The first objective was to increase cultural competencies by triangulating components of knowledge, skills and attitudes of participants. This was undertaken by breaking down each component in the following way. Knowledge was improved by giving an enhanced understanding of the games and the significance to those communities from which they came. Skills were developed through teaching, demonstrating and practising how to implement games safely, inclusively and in a way that promotes the development of fundamental motor skills and enjoyment of physical activity. Respectful attitudes towards the games were generated by promoting recognition of the importance of cultural protocols within the Indigenous community.

The second objective was that participants would be confident and competent in implementing TIGs, addressing cultural and community issues and being aware of community protocols with respect to the games. During the seminar, participants were equipped with a clear understanding of the games, where they came from and how they were used to develop skills as hunters and gatherers. The teaching of the games was modelled to participants, and they in turn were able to practice this with students from the local school. In this way participants could develop confidence in delivering the games to children in a supportive learning environment at the seminar.

The third objective was accomplished at the completion of the course, as participants were able to formulate an action plan to implement the games within the local schools. As these developments unfold, through key initiatives associated with the LEAP strategy within AT SIS and the Department of Communities, TIGs will be showcased amongst the community and undoubtedly contribute to promoting respect and reconciliation within the community.

Results of Seminar Evaluation:

Fifteen participants from this seminar conducted an evaluation at the conclusion of the course, and the results reflect a strong indication that the objectives of the seminar were achieved. The survey questions were conducted at the conclusion of the course. Participants responded to 7 questions relating to the course objectives. Closed responses were collected using a 5 point Lickert scale. Table 2 shows a summary of these results.

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Table 2: Summary of survey responses

Question	Response
How participants felt about the workshop?	87% were extremely happy 13% were very happy
How useful in implementing TIGs?	93% found the workshop very useful 7% found the workshop useful
How useful in developing knowledge of TIGs?	87% found it very useful 13% found it useful
How useful in developing skills for TIGs?	80% found it very useful 20% found it useful
How confident to you feel now promoting TIGs?	80% very confident 20% confident
How useful in implementing TIGs policy?	87% very useful 13% useful
How useful in promoting TIGs policy?	67% very useful 27% useful 6% unsure

The results of the evaluation show that all participants were very happy with the course. All participants found the seminar useful in helping to improve their knowledge, skills and confidence of TIGs. All participants found the seminar useful in helping them to implement TIGs within their educational setting. Only one person was unsure as to how to promote TIGs within their educational setting, whilst all fourteen others could identify a clear pathway to introduce TIGs within their educational environment.

Conclusions:

The results of the evaluation indicate that all three key objectives of the seminar were met. Firstly cultural competencies were increased by triangulating components of knowledge, skills and attitudes of participants. Secondly, the confidence of participants in delivering TIGs was increased. Finally, the foundations were laid for showcasing the games within the local community and develop deeper understandings of and respect for Indigenous culture, paving the way for reconciliation.

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Many of the participants from this seminar are now heavily involved in planning a festival to showcase TIGs within the local school community. Their priorities, planning and timing for this festival has developed as a result of their newfound learnings from this seminar. The festival is supported by the LEAP strategy, through ATGIS, Cairns Department of Communities.

Personal note:

I would like to extend warm wishes for the smooth running of the festival, and look forward to hearing about the success of TIGs within the Cairns community. I know that the enthusiasm of the team will undoubtedly pave the way for firm bonds with Indigenous and Non-Indigenous peoples in the area. This can only augment reconciliation in the community. Thank you for the opportunity to present TIGs and enhance conditions to advance reconciliation in your vibrant community.

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