

BANGARRA DANCE THEATRE

TEACHERS' PROFESSIONAL LEARNING

WINHANGA-RRRA

(hear, think, listen - Wiradjuri language)

We welcome the opportunity to share time and space with educators exploring Aboriginal and Torres Strait Islander cultures - the oldest living cultures on this planet. Systems of knowledge, stories and songlines developed over millennia inspire our artistic responses and strengthen our connectedness to Country.

Our professional learning program, Winhanga-rrra, delves into the processes and practices for engagement with Aboriginal and Torres Strait Islander histories and cultures in an education context. Focusing on cultural engagement and storytelling through contemporary dance theatre, the workshop is open to all education professionals and includes talks, open forum discussion, film presentations and practical tasks.

This program is a valuable learning opportunity for educators of all stages of education, and across most learning areas. No dance experience is required.

“There is such a need for what you are doing – first and foremost it is central to making schools safer and happier places for First Australian students. It is also essential to reforming conversations around national identity and to effect real change, they have to begin in the classroom.”

PARTICIPANT, 2019

The Indigenous experience - past, present, and future - is multidimensional and timeless. The ancient manifests in the contemporary, and the future is paved through the resilience of our cultures.

Our process for framing and facilitating these workshops is based on respect and reciprocity; listening, learning and responding in a spirit of open exchange, and is central to all of Bangarra's work.

We are privileged to engage with those involved in educating the next generation, and sincerely hope our collaborative work will be of mutual and lasting benefit.

As teaching artists, we are learning as well. Every workshop experience is different, and is an opportunity for us to discover new ways to adapt our own teaching tools, and navigate the challenges and triumphs we experience.

“The conversations and connections that everybody so generously shared have been invaluable.”

PARTICIPANT, 2019

There are so many ways to connect young people to First Nations culture. Dance is a creative practice that doesn't require a uniformed response.

PARTICIPANT 2022

CURRICULUM RELEVANCE

CROSS-CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories & Cultures

LEARNING AREAS

The Arts (Dance, Music, Visual Arts)
Humanities & Social Sciences
Health & Physical Education
English
Science
Languages

GENERAL CAPABILITIES

Intercultural Understanding
Critical & Creative Thinking
Literacy
Personal and Social Capabilities
Ethical Understanding

WORKSHOP STRUCTURE

ACKNOWLEDGEMENT OF COUNTRY

At the start of the session, we will take a little time to talk about the significance and purpose of a Welcome to and/or Acknowledgement of Country.

CULTURAL ENGAGEMENT

We discuss the value and importance of working respectfully with First Nations communities in order to design and implement effective learning experiences, while navigating Cultural Protocols.

ABOUT BANGARRA

We unpack Bangarra's role in bringing stories of ancient and contemporary First Nations histories and cultures to the world. We explore the Creative Life Cycle of a Bangarra work in order to illustrate the critical importance of connection to Country in all of Bangarra's work.

CREATIVE TASKS

Creative processes are explored, tested, and developed through simple set tasks, giving teachers ideas for project learning and curriculum delivery across key learning areas.

The program is facilitated by a rotating team of Bangarra's dance alumni and staff.

YOLANDE BROWN is proud Bidjara woman (Central Queensland). Yolande was a dancer with Bangarra from 1999-2015 and has choreographed two works for the company - *Imprint* (2013) and *Dark Emu* (2018, co-choreographed with Stephen Page and Daniel Riley). Yolande was the lead curator for the building of *Knowledge Ground*, Bangarra's digital story keeping and learning space, launched in 2019. Yolande has also worked as an independent creative; as associate director for *Black Cockatoo* (Ensemble Theatre, 2020) and choreographer for *The Sunshine Club* (QLD Theatre, 2022). Yolande is currently engaged as a creative lead for IMAGINATION, a project of the Australian Indigenous Mentoring Experience.

RIKKI MASON is a descendant of the Kullili people of South West Queensland and grew up in Inverell NSW on the land of the Gamilaraay. Rikki joined Bangarra in 2014 as a dancer after training at the Australian Dance Performance Institute in Queensland, and L'Ecole-Atelier Rudra-Bejart in Switzerland. Rikki works across several of Bangarra's education programs, and was a rehearsal assistant for *Dance Clan* in 2023.

TARA GOWER is a Yawuru woman from Broome with Aboriginal, Filipino, Irish and Spanish ancestry. Tara was a senior artist with Bangarra, from 2006 to 2021 performing in numerous Bangarra repertoire across Australia and internationally. In 2013, Tara created her first choreographic work, *Nala* for Bangarra's *Dance Clan* 3 season. Tara is currently living in Broome, WA and working with Tura New Music on several of their programs.

You can find out more about our facilitators, and about all of our Dancers, Choreographers, and productions at bangarra-knowledgeground.com.au

Please email education@bangarra.com.au, or visit bangarra.com.au/learning for more information about about our Learning Programs.

In-Studio: Completing Winhanga-rra (hear, think, listen -Wiradjuri language) will contribute 5 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Aboriginal education and supporting Aboriginal students/children addressing standard descriptors 2.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

Online: Completing Winhanga-rra (hear, think, listen -Wiradjuri language) will contribute 2 hours and 30 minutes of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Aboriginal education and supporting Aboriginal students/children addressing standard descriptors 2.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW