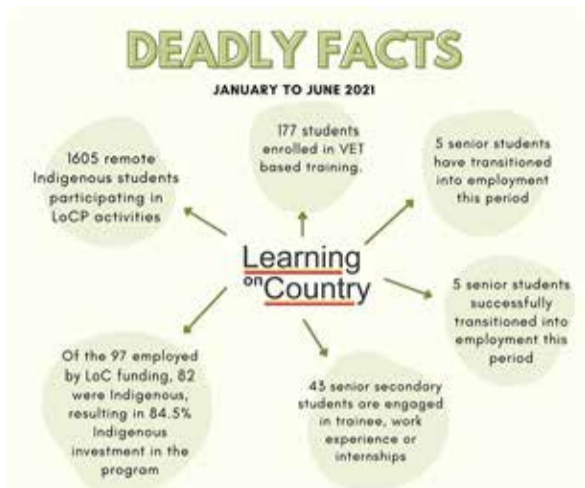


Learning on Country



THE Learning on Country Program has had some good outcomes in the first half of the year. The Program continues to be strongly supported by the local communities where it is being delivered - and although remote student attendance is down a bit during this period, students are continuing to attend and engage in LoC activities.

Gangan students and Yirralka Rangers study biodiversity on country

STUDENTS from the Gangan class at Yirralka Homelands School on the Laynhapuy Homelands have been working closely with the Yirralka Rangers on a large biodiversity survey of the community's natural environment.

During the survey, students set up a variety of different animal traps, which they baited and set every afternoon, returning early the next morning to check them.

They learnt how to care for trapped animals, ensuring they were never caught under the sun for too long.

Shaina Russell from Macquarie

University's Department of Environment and Geography joined the students to lead them through scientific methods of assessing the health of the bush.

Ms Russell, with the assistance of Yirralka Rangers, is compiling research about local North East Arnhem Land flora and fauna into a book.

The biodiversity survey has been deemed a great success with students being able to learn and ask questions, and rangers and elders being able to answer with practical, cultural, and historical knowledge.



Learning on Country with a 'two toolbox' approach



Learning on Country meeting in Darwin in March 2021 (left to right, at back) Rosetta Wayatja, Ursula Badari, Linda Williams, Stephanie Anderson, Bobby Wunungmurra, Lirripiya Mununggurr (Chair), Alister Andrews, Fabian Marika and (left to right, at front) Frieda Wurraramara, Cindy Jinmarabynana (Co Chair), Hilda Ngalmi, Richard Milurrurr, Joseph Diddo, Danny Dangadanga.

THE Learning on Country Program enjoys strong community and institutional support through a dual-knowledge systems that links culture with curriculum.

The 'two toolbox approach' incorporates both Western and Indigenous knowledge systems to deliver culturally appropriate education and training supports remote students' training and employment pathways.

The LoC Program, delivered to secondary students, is developed

collaboratively between school and ranger staff with a focus on field work.

Activities include a wide range of ranger groups' projects and responsibilities around land and sea management, and cultural knowledge-based learning.

Culturally-based learning activities, such as intergenerational knowledge transfer, are delivered by Cultural Advisors and Traditional Owners and can be undertaken as in-class workshops, day trips or

extended activities such as cultural camps.

The intention of the program is to incorporate LoC into the learning culture of both the school and the community of people who support it.

The LoC Program is both an incubator and succession planning solution for various industry sectors involved in the sustainable use of land, sea and conservation management (Working on Country, Indigenous Protected Area Programs).

In many ways the LoC Program is developing the next generation of rangers and traditional custodians.

Underpinning the ongoing adoption, sustainability and success of the LoC Program is the emphasis on Indigenous governance and community ownership of the program, which is ensured through the guidance and directives of the Local LoC Committee (LLOC) and the LoC Steering Committee.

The Local LoC Committee meets a minimum of four

times a year and is made up of a Coordinator and key stakeholders from schools, ranger groups and other community representatives as appropriate.

The Committee nominates the Indigenous LLOC Chairperson, whose role includes participation in the overarching Steering Committee. The LoC Steering Committee guides and oversees the delivery of the program, in accordance with community aspirations.