

# Crossing Cultures


## PowerPoint presentation — Speaker Notes

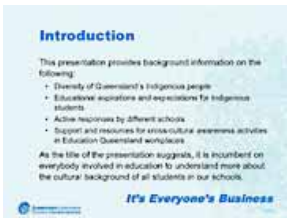

A cultural learning toolkit to support *Partners for Success*.




### General




You're the presenter and the focus of attention will be on you. Develop your talk in line with the PowerPoint, but also think about what you might say to engage people. Don't just read the PowerPoint. Don't be afraid of asking people to join in and comment or ask questions. There are a couple of points at which it will be a good idea to actively solicit comment or contributions.



You will have a handout to give to people. That is another safety net in case you feel you might miss something, and is another reason for keeping things lively.

#	Title	Picture	Text	Suggestions
1	It's Everyone's Business		An introduction to <i>Crossing Cultures</i> , a cultural learning toolkit to support <i>Partners for Success</i> .	<p>Introduce yourself and the purpose and structure of the session.</p> <p>The purpose: to introduce <i>Crossing Cultures</i>, a cultural learning toolkit to support <i>Partners for Success</i>. Schools/workplaces will find this a valuable resource for planning action for 2006 and beyond.</p> <p>The structure:</p> <ul style="list-style-type: none"> <li>• You want to begin by describing why the issue of improving outcomes for Aboriginal and Torres Strait Islander students is so important.</li> <li>• You are going to talk about some basic facts that aren't always well known about Australia's Indigenous peoples.</li> <li>• There have been many calls for action from governments and other groups including Indigenous communities themselves over time. You will review a number of those.</li> <li>• Then down to more detail. Looking at the variation in school contexts and the relevant strategies they may need to consider for action.</li> <li>• Finally, and most importantly, you want to talk about some support and resources, which will help their work.</li> </ul> <p>Draw their attention to the handout. They don't need to make notes, they can listen to you.</p>

#	Title	Picture	Text	Suggestions												
2	Introduction		<p>This presentation provides background information on the following:</p> <ul style="list-style-type: none"> <li>• Diversity of Queensland's Indigenous people</li> <li>• Educational aspirations and expectations for Indigenous students</li> <li>• Active responses by different schools</li> <li>• Support and resources for cross-cultural awareness activities in Education Queensland workplaces.</li> </ul> <p>As the title of the presentation suggests, it is incumbent on everybody involved in education to understand more about the cultural background of all students in our schools.</p> <p><b>It is Everyone's Business.</b></p>	<p>You could say this is the real topic. It's not just a matter of concern for schools with large populations of Indigenous students. It concerns all Australians.</p>												
3	Why is it our Business?		<p>Retention in 2004 ABS Schools Data, Cat. 4221.0</p> <table border="1"> <thead> <tr> <th>Students</th> <th>Indigenous</th> <th>Non-Indigenous</th> </tr> </thead> <tbody> <tr> <td>to Yr 10</td> <td>86.4%</td> <td>98.5%</td> </tr> <tr> <td>to Yr 11</td> <td>61.4%</td> <td>89.5%</td> </tr> <tr> <td>to Yr 12</td> <td>39.5%</td> <td>77.1%</td> </tr> </tbody> </table> <p>The gap between Indigenous and non-Indigenous student retention is unacceptable and has ongoing consequences for employment opportunities and welfare dependency for Indigenous youth.</p>	Students	Indigenous	Non-Indigenous	to Yr 10	86.4%	98.5%	to Yr 11	61.4%	89.5%	to Yr 12	39.5%	77.1%	<p>The data is telling. You could draw attention to it and ask who could possibly benefit from this situation — children and young people? their communities? the wider community? taxpayers?</p> <p>You could also point out the impact of improvement in the work of schools. Instead of Year 8 and 9 being the major departure points from school, it is now Year 10. Something important seems to happen at this stage in the life of these students.</p> <p>You could suggest some possible reasons, for example:</p> <ul style="list-style-type: none"> <li>• communities with no experience of upper secondary schooling</li> <li>• problems with necessary homework</li> <li>• access to secondary education facilities</li> <li>• peer pressure in mid adolescence</li> <li>• success at school being a 'shame job'</li> <li>• falling attendance from late primary years.</li> </ul> <p>You could also ask for ideas from the audience (give the participants post-its to write down their suggestions and then discuss explanations offered).</p>
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5	Why is it our Business?	 <p>Why is it our Business?</p> <p>'The life expectancy of Indigenous people is around 17 years lower than that for the total Australian population... Among the most important factors that have an impact on life expectancy are levels of education and income.'</p> <p><i>Productivity Commission, Overcoming Indigenous Disadvantage: Some Key Indicators, 2005</i></p>	<p>'The life expectancy of Indigenous people is around 17 years lower than that for the total Australian population... Among the most important factors that have an impact on life expectancy are levels of education and income.'</p> <p><i>Productivity Commission, Overcoming Indigenous Disadvantage: Some Key Indicators, 2005</i></p>	<p>This is a rather gloomy slide. The focus could be on the strongly supported relationship between level of education and longer life.</p>																																																												
6	Why is it our Business?	 <p>Why is it our Business?</p> <p>The Indigenous population has a very different profile from the overall population:</p> <ul style="list-style-type: none"> <li>• A much higher % under 24 years old (58% vs. 34%)</li> <li>• A much lower % over 55 years old (7% vs. 22%)</li> <li>• Queensland has a higher than average % of Indigenous people — 3.1% vs. 2.1% and increasing</li> <li>• Majority of Indigenous students are enrolled in government schools (87% Indigenous compared with 68% non-Indigenous).</li> </ul> <p><i>National Schools Statistics Collection 2001</i></p>	<p>The Indigenous population has a very different profile from the overall population:</p> <ul style="list-style-type: none"> <li>• A much higher % under 24 years old (58% vs. 34%)</li> <li>• A much lower % over 55 years old (7% vs. 22%)</li> <li>• Queensland has a higher than average % of Indigenous people — 3.1% vs. 2.1% and increasing</li> <li>• Majority of Indigenous students are enrolled in government schools (87% Indigenous compared with 68% non-Indigenous).</li> </ul> <p><i>National Schools Statistics Collection 2001</i></p>	<p>Ask people to take a few minutes to study the graph which compares Indigenous and non-Indigenous populations in the handout. Ask for comments and observations about this data. You are looking for two answers to introduce the next slides:</p> <ul style="list-style-type: none"> <li>• The percentage of Indigenous students will increase in coming years.</li> <li>• Most teachers will teach Indigenous students.</li> </ul> <p>There may also be some other comments which will be interesting or useful.</p>																																																												





#	Title	Picture	Text	Suggestions
7	Why is it our Business?	 <p><b>Why is it our Business?</b></p> <p>The number of school age Indigenous young people is growing rapidly.</p> <ul style="list-style-type: none"> <li>Indigenous population aged 0 to 14 — 40%</li> <li>Non-Indigenous population aged 0 to 14 — 20%</li> <li>Indigenous proportion of total population — 2.8%</li> <li>Indigenous proportion of school population — 3.9%</li> </ul>	<p>The number of school-aged Indigenous young people is growing rapidly.</p> <ul style="list-style-type: none"> <li>Indigenous population aged 0 to 14: 40%</li> <li>Non-Indigenous population aged 0 to 14: 20%</li> <li><i>ABS Census data, 2001</i></li> <li>Indigenous proportion of total population: 2.8%</li> <li>Indigenous proportion of school population: 3.9%</li> <li><i>ABS data, 2004</i></li> </ul>	<p>These figures do mean that the likelihood of teaching Indigenous students increases every year.</p>
8	Some basic facts	 <p><b>Some basic facts</b></p> <p>Australia's Indigenous peoples are and always have been very diverse.</p> <ul style="list-style-type: none"> <li>Language is one important way in which that diversity is reflected</li> <li>It is estimated that in 1788, Indigenous peoples spoke more than 250 distinct languages with more than 600 dialects.</li> </ul>	<p>Australia's Indigenous peoples are and always have been very diverse.</p> <ul style="list-style-type: none"> <li>Language is one important way in which that diversity is reflected.</li> <li>It is estimated that in 1788, Indigenous peoples spoke more than 250 distinct languages with more than 600 dialects.</li> </ul>	<p>You could have a look at the handout for some more ideas to add to this slide, but there are lots of stories which could illustrate this point.</p> <p>Some Aboriginal words have now been adopted by Aboriginal people to refer to Aboriginal peoples generally. These vary from state to state e.g.:</p> <ul style="list-style-type: none"> <li>Murri (Qld)</li> <li>Koori (Vic and NSW)</li> <li>Nungah - pronounced <i>Noongah</i> (in parts of SA)</li> <li>Nyoongah (parts of WA)</li> <li>Palawa (Tasmania)</li> </ul> <p>Point out that this practice developed after white settlement.</p> <p>The names Yolngu (pronounced <i>Yoolngoo</i>) and Arrernte (pronounced <i>Arunda</i>) refer to traditional clan or language groupings.</p> <p>The people of Aurukun refer to themselves as WIK people.</p> <p><i>The following site shows a useful map (with zoom capacity) of Indigenous language groups in the pre-contact period.</i></p> <p><a href="http://www.foundingdocs.gov.au/pathways.asp">www.foundingdocs.gov.au/pathways.asp</a></p>
9	Some basic facts	 <p><b>Some basic facts</b></p> <p>Aboriginal and Torres Strait Islander people now live and work in diverse situations:</p> <ul style="list-style-type: none"> <li>30% live in major cities</li> <li>43% in regional centres</li> <li>9% in remote towns</li> <li>18% in very remote communities.</li> </ul> <p>The big shift:</p> <ul style="list-style-type: none"> <li>In 1966 only 27% lived in urban centres</li> <li>Now only 27% live in rural and remote areas</li> </ul>	<p>Aboriginal and Torres Strait Islander people now live and work in diverse situations.</p> <ul style="list-style-type: none"> <li>30% live in major cities</li> <li>43% in regional centres</li> <li>9% in remote towns</li> <li>18% in very remote communities</li> </ul> <p>The big shift:</p> <ul style="list-style-type: none"> <li>In 1966 only 27% lived in urban centres</li> <li>Now only 27% live in rural and remote areas</li> </ul>	<p>The key points are contained in the statistics, which, it seems, very few Australians appreciate. Most Indigenous people do not live in remote traditionally oriented communities; on the contrary in fact.</p> <p>You could mention also that only 1% of Indigenous people are classified as 'migratory'. The majority reside in stable locations.</p> <p>You could ask for some ideas about 'the big shift', reasons why it has occurred and so on.</p>

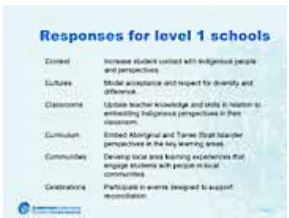

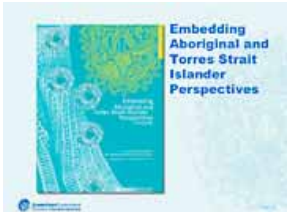
#	Title	Picture	Text	Suggestions
10	Some basic facts		<p>Urbanisation does not mean loss of culture. All cultures change over time.</p> <ul style="list-style-type: none"> <li>• Many Indigenous people living in urban areas continue with strong links to 'traditional' culture, including ongoing contact with country (traditional land), family and communities.</li> <li>• Indigenous people everywhere, like all others, are evolving contemporary cultural forms and practices.</li> </ul>	<p>You could spend some time on this point.</p> <p>It is very important to get across the point that we are not talking about peoples denuded of their culture, regardless of attempts to suppress or destroy cultural practices.</p> <p>For example, on many missions and reserves, using an Indigenous language and practising ceremonies or rituals were both banned and punished.</p>
11	Indigenous value-adding: Queensland and Australia		<ul style="list-style-type: none"> <li>• Arts: Aboriginal art approximately 20–30% of entire Australian art market, estimated value of \$500m per year (Access Economics)</li> <li>• Literature: Oodgeroo Noonuccal, Sam Watson, Boori Pryor.</li> <li>• Theatre: Wesley Enoch</li> <li>• Film and TV: Leah Purcell, Deborah Mailman</li> <li>• Music: William Barton (didgeridoo), Maroochy Barambah (opera)</li> <li>• Sports: Cathy Freeman, AFL and NRL stars</li> <li>• Tourism: Qld approx. 25% international cultural tourism</li> <li>• Public policy professionals: Jackie Huggins, Boni Robertson, Martin Nakata, Noel Pearson</li> <li>• Environment: traditional fire management, knowledge of country, 'bioprospecting'.</li> </ul>	<p>This too is important, and a good opportunity for some audience participation.</p> <p>You could narrow the criteria if you wanted — Queenslanders, now, historically and so on.</p> <p>Who do you know in:</p> <ul style="list-style-type: none"> <li>• theatre, film and television?</li> <li>• music and dance?</li> <li>• sports?</li> <li>• politics and public policy?</li> <li>• your local area?</li> </ul> <p>You can talk about the importance of cultural tourism and the 're-discovery' of immensely valuable traditional knowledge, in environmental management for example.</p>

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12	What do Indigenous people want for their children?		<p>' ... they want their children's education to lead to jobs, and a choice among the many kinds of jobs... as lawyers, mechanics, musicians and clerks...'</p> <p>To achieve this they believe their children must be strong in English and able to operate in a wider world than the local community. Equally important, however, they want their children to remain strong in their own culture...'</p> <p>These aspirations ... have been repeated by Indigenous people over and over, for the last two decades at least.'</p> <p><i>Collins, B. Learning Lessons: Review of Indigenous Education, 1999</i></p>	<p>You could summarise this rather than reading it.</p> <p>It has been affirmed again and again that Indigenous parents, like all parents, want the best for their children and that this includes a good education.</p> <p>It is also worth acknowledging, however, that there is a strong correlation between parents' level of education and their children's success at school (equally true of non-Indigenous and Indigenous parents alike). This has to do with:</p> <ul style="list-style-type: none"> <li>• parents' capacity to advocate confidently for their children</li> <li>• their understanding of the demands education places on students and their families</li> <li>• their degree of comfort in engaging with the school.</li> </ul> <p>It might be worth discussing the implications for teacher knowledge and school practice.</p>
13	Chris Sarra Video		<ul style="list-style-type: none"> <li>• Effective Learning and Teaching requires teachers to know more about where a student is coming from.</li> <li>• Respond to social and cultural context of the learners rather than blaming it.</li> <li>• High expectations that students can achieve outcomes comparable to all students.</li> <li>• Nurturing, developing and embracing Indigenous identity is a key part of the process.</li> <li>• Indigenous studies are crucial for two reasons: <ul style="list-style-type: none"> <li>- for Indigenous students to develop a strong sense of identity,</li> <li>- for other Australians to develop a better understanding of who Indigenous Australians are.</li> </ul> </li> <li>• History will judge whether we had the courage to take these issues on and embrace them.</li> </ul>	<p><i>Duration: 1 m 27 s</i></p> <p>Video showing Dr Chris Sarra, Director of the Indigenous Education Leadership Institute, speaking about the value of including Indigenous Studies in the school curriculum.</p> <p>Ask for feedback and discuss if necessary.</p>

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14	Steve Foster Video		<ul style="list-style-type: none"> <li>• Teachers must believe that students can achieve quality academic outcomes.</li> <li>• Teachers coming into communities are expected to learn about cultural context and background of students and incorporate that knowledge into their learning and teaching programs.</li> <li>• Quality induction programs are a key strategy for new teachers; teachers are introduced to community protocols and expectations.</li> <li>• Parents have high aspirations and high expectations for educational outcomes for jobs of THEIR CHOICE.</li> <li>• It's one of the tasks of the school to prepare students for this.</li> </ul>	<p><i>Duration: 1 m 45 s</i></p> <p>Video showing Steve Foster, Principal of Badu Island SS, speaking about the expectations of Indigenous parents. Ask for feedback and discuss if necessary.</p>
15	Angela Douglas Video		<ul style="list-style-type: none"> <li>• Lifestyle, background and culture of all students.</li> <li>• Informed teaching generates informed curriculum and requires: <ul style="list-style-type: none"> <li>- Professional development including cultural awareness</li> <li>- Principals encouraging teachers to become better informed</li> <li>- Taking personal responsibility for ongoing learning about students, their cultures and histories.</li> </ul> </li> <li>• Schools with no Indigenous students can change negative perceptions by using curriculum to inform.</li> <li>• Better-informed teachers are better able to meet the needs of students.</li> <li>• Students, teachers and communities must believe that students can achieve at high levels.</li> </ul>	<p><i>Duration: 2 m 4 s</i></p> <p>Video showing Angela Douglas, Principal of Rosewood State School, speaking about the importance of teachers engaging in ongoing learning about students and their cultures. Ask for feedback and discuss if necessary.</p>

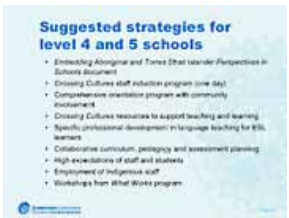

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16	Denise Kostowski Video		<ul style="list-style-type: none"> <li>Teachers need to know and understand the students and their families and build relationships with them.</li> <li>Three-way learning process; students, home and school working together delivers best outcomes.</li> <li>Linking with diverse communities that make up the school population through Community Education Counsellors and parent contacts.</li> <li>Acknowledgment and respect of difference and diversity.</li> <li>Authentic curriculum.</li> <li>Case management approach to achieve excellent outcomes for all students.</li> </ul>	<p><i>Duration: 2 m 35 s</i></p> <p>Video showing Denise Kostowski, Principal, Spinifex State College, Mt Isa Education and Training Precinct, speaking about the three-way learning partnership between the student, the school and the home.</p> <p>Ask for feedback and discuss if necessary.</p>
17	Jeff McMullen Video		<ul style="list-style-type: none"> <li>Understanding history helps in the understanding of contemporary events.</li> <li>'You can't live in this land without understanding Indigenous history and culture'.</li> <li>'It is vitally essential to celebrate and pass on the longer story of this land'.</li> <li>Indigenous studies are important to all children, but especially for Indigenous children as it is THEIR STORY.</li> </ul>	<p><i>Duration: 1 m 16 s</i></p> <p>Video showing Jeff McMullen, CEO of Ian Thorpe's Foundation for Youth Trust, speaking about the value of Indigenous studies for all students.</p> <p>Ask for feedback and discuss if necessary.</p>
18	What do the National Goals for Schooling say?		<p>Schooling should be socially just, so that:</p> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students.</li> <li>All students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians.</li> </ul> <p><i>National Goals for Schooling in the Twenty-First Century, 1999</i></p>	<p>There are two points here, which will affirm the idea that this is everybody's business.</p> <p>These goals are also consistent with the <i>National Aboriginal and Torres Strait Islander Education Policy (NATSIEP)</i>.</p> <p><a href="http://www.aboriginaleducation.sa.edu.au/files/links/National_Strategy.pdf">www.aboriginaleducation.sa.edu.au/files/links/National_Strategy.pdf</a></p>

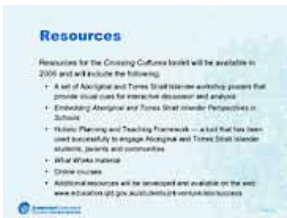


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19	And in Queensland ...		<p>'Knowing who we are will come through understanding our cultural origins, reconciliation with our past and drawing strength from our cultural diversity.</p> <p>There is a growing complexity in the background and circumstance of students coming to state schools. Schools must work directly with this diversity and complexity to make sure all students have a successful experience of school.</p> <p>Skills for engaging with diverse communities, cultures and worldviews are essential to ensuring social harmony.'</p> <p><i>Queensland State Education—2010</i></p>	<p><i>QSE—2010</i> describes the rapid changes that are occurring in our culturally diverse communities and challenges us to respond.</p> <p>We need new ways of thinking and acting; a curriculum inclusive of Aboriginal and Torres Strait Islander culture and history is essential.</p> <p><i>Partners for Success</i> is the major strategy for making this happen.</p>																		
20	<i>Partners for Success</i>		<p><i>Partners for Success</i> is the Education Queensland strategy for improving educational outcomes for Indigenous students.</p> <p>The development of the workforce is a priority action area.</p> <p>This includes providing staff with cross-cultural training to enable them to work more effectively with Aboriginal and Torres Strait Islander students, families and communities.</p>	<p>This slide is intended to place <i>Crossing Cultures</i> within the framework of the larger strategy and will lead in to saying SO.</p>																		
21	Factors to consider in developing school responses		<ul style="list-style-type: none"> <li>• Scale of Indigenous enrolment.</li> <li>• School location and size.</li> <li>• Community context and socioeconomic profile.</li> <li>• Students: health status, language background, age and gender.</li> <li>• Teaching workforce: experience, expertise and expectations.</li> </ul>	<p>You could ask if that is a fair/comprehensive list of major factors in shaping school responses.</p> <p>Are there any other factors to consider?</p>																		
22	Five levels of schools by Indigenous student enrolment	 <table border="1" data-bbox="683 1121 1308 1324"> <thead> <tr> <th>Level</th> <th>Percent identifying as Indigenous students</th> <th>Percent of all Qld schools</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>17</td> </tr> <tr> <td>2</td> <td>&lt; 5</td> <td>32</td> </tr> <tr> <td>3</td> <td>5 – 19</td> <td>40</td> </tr> <tr> <td>4</td> <td>20 – 60</td> <td>7</td> </tr> <tr> <td>5</td> <td>&gt; 60</td> <td>4</td> </tr> </tbody> </table>	Level	Percent identifying as Indigenous students	Percent of all Qld schools	1	0	17	2	< 5	32	3	5 – 19	40	4	20 – 60	7	5	> 60	4	<p>Distribution of Indigenous student populations in schools</p>	<p>You need to emphasise that the scale of enrolment is a defining characteristic in determining a school's approach – there is no 'one size fits all' response.</p> <p>Requires therefore that school staff are knowledgeable and able to identify and access appropriate support.</p> <p>You might want to generate some discussion about the participants' own schools. Which level are they? What are their school-community contexts? What are the implications for their schools?</p>
Level	Percent identifying as Indigenous students	Percent of all Qld schools																				
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23	Responses for level 1 schools		<table border="1"> <tr> <td>Context</td> <td>Increase student contact with Indigenous people and perspectives.</td> </tr> <tr> <td>Cultures</td> <td>Model acceptance and respect for diversity and difference. Ensure students know more about Indigenous people, history and cultures and investigate key impacting issues.</td> </tr> <tr> <td>Classrooms</td> <td>Update teacher knowledge and skills.</td> </tr> <tr> <td>Curriculum</td> <td>Embed Aboriginal and Torres Strait Islander perspectives in the curriculum.</td> </tr> <tr> <td>Communities</td> <td>Develop local area learning experiences.</td> </tr> <tr> <td>Celebrations</td> <td>Participate in events designed to support reconciliation.</td> </tr> </table>	Context	Increase student contact with Indigenous people and perspectives.	Cultures	Model acceptance and respect for diversity and difference. Ensure students know more about Indigenous people, history and cultures and investigate key impacting issues.	Classrooms	Update teacher knowledge and skills.	Curriculum	Embed Aboriginal and Torres Strait Islander perspectives in the curriculum.	Communities	Develop local area learning experiences.	Celebrations	Participate in events designed to support reconciliation.	<p>Provide opportunities to enable students to learn more about Indigenous people, perspectives, culture, history and contemporary issues.</p> <p>One of the best ways to do this is through personal contact. Stress the importance of including this group of schools; no school is exempt because it has no Indigenous students enrolled – <b>It's everybody's business.</b></p>
Context	Increase student contact with Indigenous people and perspectives.															
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24	Suggested strategies for level 1 schools		<p>Develop strategies to enable students to learn more about Indigenous people, perspectives, culture, history and current issues affecting communities through Indigenous studies topics.</p> <p>These strategies include:</p> <ul style="list-style-type: none"> <li>• Unpack the <i>Embedding Aboriginal and Torres Strait Islander perspectives in schools</i> document.</li> <li>• Consider the <i>Crossing Cultures</i> resources.</li> <li>• Inviting Indigenous people to participate in school activities.</li> </ul>	<p>Provide opportunities to enable students to learn more about Indigenous people, perspectives, culture, history and contemporary issues.</p> <p>One of the best ways to do this is through personal contact with Indigenous people.</p> <p>You could illustrate the dimensions of the task by more detailed reference to next slide. Note that this is included in the handout.</p> <p>Refer people to the website for curriculum examples. <a href="http://www.education.qld.gov.au/students/jnt-venture/atsi/success">www.education.qld.gov.au/students/jnt-venture/atsi/success</a></p>												
25	Embedding Aboriginal and Torres Strait Islander Perspectives			<p>These guidelines will be available online on the <i>Partners for Success</i> website and implemented in schools in 2006.</p> <p>They are appropriate for schools throughout Queensland, who will find it an important document for their school planning.</p> <p>They offer many ideas and strategies for schools and teachers.</p>												


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26	Appropriate inclusion of Indigenous perspectives	<p><b>Appropriate inclusion of Indigenous perspectives ...</b> Appropriate inclusion of Indigenous perspectives within the whole school environment requires processes and practices to be embedded within four distinct areas of the school:</p> <ul style="list-style-type: none"> <li>• Personal and professional accountabilities</li> <li>• Organisational environment</li> <li>• Community partnerships</li> <li>• Curriculum and pedagogy</li> </ul>	<p>Appropriate inclusion of Indigenous perspectives within the whole school environment requires processes and practices to be embedded within four distinct areas of the school:</p> <ul style="list-style-type: none"> <li>• Personal and professional accountabilities</li> <li>• Organisational environment</li> <li>• Community partnerships</li> <li>• Curriculum and pedagogy.</li> </ul>	<p>As the diagram suggests, all these areas overlap and intersect. They are important for teachers and all staff to consider.</p> <p>Inclusion is an ongoing process that will challenge attitudes and perceptions, as well as encourage reflection on your own personal histories.</p> <p>These four areas are unpacked in the guidelines with suggested strategies that will be appropriate for your school.</p>												
27	A cycle of learning...	<p><b>A cycle of learning ...</b> Embedding Aboriginal and Torres Strait Islander perspectives is a cycle of learning involving:</p> <ul style="list-style-type: none"> <li>• Understanding your students, community, Indigenous protocols and knowledge frameworks</li> <li>• Understanding languages and appropriate language usage</li> <li>• Curriculum, assessment and reporting</li> <li>• School culture and environment</li> <li>• Strong community partnerships.</li> </ul>	<p>Embedding Aboriginal and Torres Strait Islander perspectives is a cycle of learning involving:</p> <ul style="list-style-type: none"> <li>• Understanding your students, community, Indigenous protocols and knowledge frameworks</li> <li>• Understanding languages and appropriate language usage</li> <li>• Curriculum, assessment and reporting</li> <li>• School culture and environment</li> <li>• Strong community partnerships.</li> </ul>	<p>To embed an Indigenous perspective in the curriculum is an ongoing cycle of learning.</p> <p>These guidelines will:</p> <ul style="list-style-type: none"> <li>• give you some background information</li> <li>• give you ideas for appropriately embedding Aboriginal and Torres Strait Islander perspectives in the classroom</li> <li>• direct you to many resources and web links that will assist you in this process.</li> </ul> <p>While challenging, it is also a very rewarding process.</p>												
28	Responses for level 2 and 3 schools	<p><b>Responses for level 2 and 3 schools</b></p> <ul style="list-style-type: none"> <li><b>Context:</b> Improve understanding between non-Indigenous and Indigenous students and school community; acknowledge and respect local cultures and knowledges.</li> <li><b>Cultures:</b> Acknowledge and respect local cultures and knowledges.</li> <li><b>Classrooms:</b> Invite Indigenous role models and mentors: Elders, teachers, community representatives and support staff.</li> <li><b>Curriculum:</b> Embed Aboriginal and Torres Strait Islander perspectives in key learning areas.</li> <li><b>Communities:</b> Use teacher orientation and induction programs to increase knowledge and skills.</li> <li><b>Celebrations:</b> Participate in community events e.g. Mabo Day, NAIDOC week.</li> </ul>	<table border="1"> <tr> <td>Context</td> <td>Improved understanding between non-Indigenous and Indigenous students and school community.</td> </tr> <tr> <td>Cultures</td> <td>Acknowledge and respect local cultures and knowledges.</td> </tr> <tr> <td>Classrooms</td> <td>Invite Indigenous role models and mentors: Elders, teachers, community representatives and support staff.</td> </tr> <tr> <td>Curriculum</td> <td>Embed Aboriginal and Torres Strait Islander perspectives in key learning areas.</td> </tr> <tr> <td>Communities</td> <td>Use teacher orientation and induction programs to increase knowledge and skills.</td> </tr> <tr> <td>Celebrations</td> <td>Participate in community events e.g. Mabo Day, NAIDOC week.</td> </tr> </table>	Context	Improved understanding between non-Indigenous and Indigenous students and school community.	Cultures	Acknowledge and respect local cultures and knowledges.	Classrooms	Invite Indigenous role models and mentors: Elders, teachers, community representatives and support staff.	Curriculum	Embed Aboriginal and Torres Strait Islander perspectives in key learning areas.	Communities	Use teacher orientation and induction programs to increase knowledge and skills.	Celebrations	Participate in community events e.g. Mabo Day, NAIDOC week.	<p>You might ask for suggestions about how some of these things might be done in particular schools.</p>
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29	Suggested strategies for level 2 and 3 schools		<ul style="list-style-type: none"> <li>• <i>Embedding Aboriginal and Torres Strait Islander perspectives in Schools</i> document</li> <li>• High expectations of staff and Indigenous students</li> <li>• Induction program with Indigenous focus (e.g. <i>What Works</i>).</li> <li>• <i>Crossing Cultures — The Big Picture</i> (0.5 day program).</li> <li>• <i>Crossing Cultures</i> resources to support teaching and learning</li> <li>• Professional development in language teaching for ESL learners</li> <li>• Cooperative planning of curriculum and assessment</li> <li>• Build effective relations with local communities.</li> </ul>	<p>Develop a culture of high expectations. Ensure that support is provided to your Indigenous students to allow expectations to be realised. You could talk about some of the differences and the challenges that exist where Indigenous students are in a small minority in their schools.</p> <ul style="list-style-type: none"> <li>• In the majority of schools (about 80%) Indigenous students are in the minority.</li> <li>• How easy it is to forget about them as a distinct group and to ignore their needs.</li> <li>• Comment on the need to provide defined and specific support.</li> <li>• Discuss the need for ESL (English as a Second Language) support.</li> </ul>												
30	Responses for level 4 and 5 schools		<table border="1"> <tr> <td>Context</td> <td>Prioritise home–school linkages and effective use of Indigenous support staff.</td> </tr> <tr> <td>Cultures</td> <td>Acknowledge and respect local cultures and knowledges.</td> </tr> <tr> <td>Classrooms</td> <td>Instil high expectations in all students.</td> </tr> <tr> <td>Curriculum</td> <td>Ensure language and cultural issues are catered for in curriculum, pedagogy and assessment.</td> </tr> <tr> <td>Communities</td> <td>Value and utilise the cultural knowledge of Elders to enhance Indigenous group identity. Respect community values and observe cultural protocols.</td> </tr> <tr> <td>Celebrations</td> <td>Participate actively in community events.</td> </tr> </table>	Context	Prioritise home–school linkages and effective use of Indigenous support staff.	Cultures	Acknowledge and respect local cultures and knowledges.	Classrooms	Instil high expectations in all students.	Curriculum	Ensure language and cultural issues are catered for in curriculum, pedagogy and assessment.	Communities	Value and utilise the cultural knowledge of Elders to enhance Indigenous group identity. Respect community values and observe cultural protocols.	Celebrations	Participate actively in community events.	<p>You might ask for suggestions about how some of these things might be done in particular schools.</p>
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#	Title	Picture	Text	Suggestions
31	Suggested strategies for level 4 and 5 schools		<ul style="list-style-type: none"> <li>• <i>Embedding Aboriginal and Torres Strait Islander perspectives in Schools</i> document</li> <li>• <i>Crossing Cultures</i> staff induction program (one day).</li> <li>• Comprehensive orientation program with community involvement</li> <li>• <i>Crossing Cultures</i> resources to support teaching and learning</li> <li>• Specific professional development in language teaching for ESL learners</li> <li>• Collaborative curriculum, pedagogy and assessment planning</li> <li>• High expectations of staff and students</li> <li>• Employment of Indigenous staff</li> <li>• Workshops from <i>What Works</i> program.</li> </ul>	<p>Develop strong and effective school–community partnerships.</p> <p>Make high expectations for Indigenous students the rule.</p> <p>Raise awareness of student language use in your school and its implications for language teaching using ESL (English as a Second Language) strategies.</p>
32	Support for your work		<p><i>Crossing Cultures</i> Workshop: <i>The Big Picture, a Hidden History</i></p> <p>An interactive workshop that:</p> <ul style="list-style-type: none"> <li>• Expands your knowledge and understanding of Indigenous cultures.</li> <li>• Explores attitudes, beliefs, facts and myths.</li> <li>• Explores policies and Acts that impacted on Indigenous cultures.</li> <li>• Connects to the principles of Effective Learning and Teaching.</li> </ul> <p>Trained facilitators can be contacted through:</p> <ul style="list-style-type: none"> <li>• Local regional/district office.</li> <li>• Learning Engagement Centres (Townsville, Rockhampton, Nambour, Inala - Brisbane).</li> <li>• Far North Queensland Indigenous Schooling Support Unit (formerly IETA).</li> <li>• <i>Partners for Success</i> website: <a href="http://www.education.qld.gov.au/students/jnt-venture/atsi/success">www.education.qld.gov.au/students/jnt-venture/atsi/success</a></li> </ul>	<p>There are additional resources contained in the handout, but <i>Crossing Cultures</i> will be a major support.</p>

#	Title	Picture	Text	Suggestions
33	Resources	 <p><b>Resources</b></p> <p>Resources for the Crossing Cultures toolkit will be available in 2006 and will include the following:</p> <ul style="list-style-type: none"> <li>A set of Aboriginal and Torres Strait Islander workshop posters that provide visual cues for interactive discussion and analysis</li> <li>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</li> <li>Holistic Planning and Teaching Framework — a tool that has been used successfully to engage Aboriginal and Torres Strait Islander students, parents and communities</li> <li>What Works material</li> <li>Online courses</li> <li>Additional resources will be developed and available on the web: <a href="http://www.education.qld.gov.au/atsi/atsi-venturesuccess">www.education.qld.gov.au/atsi/atsi-venturesuccess</a></li> </ul>	<p>Resources for the <i>Crossing Cultures</i> toolkit will be available in 2006 and will include the following:</p> <ul style="list-style-type: none"> <li>A set of Aboriginal and Torres Strait Islander workshop posters that provide visual cues for interactive discussion and analysis.</li> <li><i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</i></li> <li><i>Holistic Planning and Teaching Framework</i> — a tool that has been used successfully to engage Aboriginal and Torres Strait Islander students, parents and communities.</li> <li><i>What Works</i> materials.</li> <li>Online courses: <a href="http://www.education.qld.gov.au/learningplace/onlinelearning/courses">www.education.qld.gov.au/learningplace/onlinelearning/courses</a></li> <li>Additional resources will be developed and available on the <i>Partners for Success</i> website: <a href="http://www.education.qld.gov.au/students/jnt-venture/atsi/success/">www.education.qld.gov.au/students/jnt-venture/atsi/success/</a></li> </ul>	<p>Go through the following slides reasonably quickly. Their purpose is to attract interest. Their main impact is visual.</p>
34	Workshop posters	 <p><b>Workshop posters</b></p> <p>Aboriginal and Torres Strait Islander posters</p>	<p>Aboriginal and Torres Strait Islander posters</p>	
35	Holistic Planning and Teaching Framework	 <p><b>Holistic Planning and Teaching Framework</b></p> <p>This tool shows examples of teachers working with the framework in the following contexts:</p> <ul style="list-style-type: none"> <li>Teacher planning — units of work / lessons</li> <li>Examination of sensitive issues in a non-confrontational manner</li> <li>Introduction of new topic to students</li> <li>Student engagement, focus and direction</li> <li>Development of resources</li> <li>Community engagement</li> <li>Teacher induction</li> </ul>	<p>This tool shows examples of teachers working with the framework in the following contexts:</p> <ul style="list-style-type: none"> <li>Teacher planning: units of work, lesson plans</li> <li>Examination of sensitive issues in a non-confrontational manner</li> <li>Introduction of new topic to students</li> <li>Student engagement, focus and direction</li> <li>Development of resources</li> <li>Community engagement</li> <li>Teacher induction.</li> </ul>	

#	Title	Picture	Text	Suggestions
36	The <i>What Works</i> program		<p><i>What Works</i> is an Australian Government initiative to support Indigenous students in schools. The program will support workshop delivery and more information is available on <a href="http://www.whatworks.edu.au">www.whatworks.edu.au</a></p>	
37	On-line courses		<p>Online courses to support teachers.</p> <ul style="list-style-type: none"> <li>• Supporting teachers and their Indigenous students.</li> <li>• Holistic planning and teaching strategies.</li> <li>• Course work links directly to your teaching practice <a href="http://www.education.qld.gov.au/learningplace/onlinelearning/courses">www.education.qld.gov.au/learningplace/onlinelearning/courses</a></li> </ul>	
38	Websites		<p><a href="http://www.education.qld.gov.au/atsi">www.education.qld.gov.au/atsi</a>  <a href="http://www.eddept.wa.edu.au/abled/cross.htm">www.eddept.wa.edu.au/abled/cross.htm</a>  <a href="http://www.dest.gov.au">www.dest.gov.au</a>  <a href="http://www.oipc.gov.au">www.oipc.gov.au</a>  <a href="http://www.whatworks.edu.au">www.whatworks.edu.au</a>  <a href="http://www.humanrights.gov.au/info_for_teachers/index.html">www.humanrights.gov.au/info_for_teachers/index.html</a>  <a href="http://www.education.qld.gov.au/students/evaluation/monitoring/bandscales">www.education.qld.gov.au/students/evaluation/monitoring/bandscales</a>  <a href="http://www.racismnoway.com.au">www.racismnoway.com.au</a>  <a href="http://www.education.qld.gov.au/students/jnt-venture/atsi/success">ww.education.qld.gov.au/students/jnt-venture/atsi/success</a>  <a href="http://www.anu.edu.au/caepr">www.anu.edu.au/caepr</a>  <a href="http://www.aic.gov.au/publications/dic">www.aic.gov.au/publications/dic</a>  <a href="http://www.education.qld.gov.au/learningplace/onlinelearning/courses">www.education.qld.gov.au/learningplace/onlinelearning/courses</a></p>	

#	Title	Picture	Text	Suggestions
39	Publications		<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Commission. 1998. <i>As a Matter of Fact: answering the myths and misconceptions about Indigenous Australians.</i></li> <li>• Council for Aboriginal Reconciliation. <i>Walking Together.</i></li> <li>• Edwards, Coral and Read, Peter. 1989. <i>The Lost Children: Thirteen Australians taken from their Aboriginal families tell of the struggle to find their natural parents.</i> Doubleday.</li> <li>• Elder, Bruce. 1988. <i>Blood on the Wattle.</i> New Holland</li> <li>• Education Queensland. 2006. <i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools.</i></li> <li>• Human Rights and Equal Opportunity Commission. <i>Bringing Them Home.</i> <a href="http://www.hreoc.gov.au/social_justice/stolen_children/">www.hreoc.gov.au/social_justice/stolen_children/</a></li> <li>• Human Rights and Equal Opportunity Commission. 2005. <i>Face the Facts.</i> <a href="http://www.humanrights.gov.au/racial_discrimination/face_fact_s/index.htm">www.humanrights.gov.au/racial_discrimination/face_fact_s/index.htm</a></li> <li>• Reynolds, Henry. 2000. <i>Why Weren't We Told?</i> Penguin,</li> <li>• Sarra, C. <i>Young and Black and Deadly: Strategies for improving outcomes for Indigenous students.</i> <a href="http://www.austcolled.com.au/dbimg/838SarraQTS5.pdf">www.austcolled.com.au/dbimg/838SarraQTS5.pdf</a></li> <li>• Scott, Kim. 1999. <i>Benang.</i> Fremantle Arts Centre Press.</li> </ul>	<p><b>FINAL STATEMENT</b></p> <p>We have made a start on the journey that will take all staff in Education Queensland to a realisation of the need to be inclusive of all our students.</p> <p>We need to make it <b>our</b> business to know more about the diverse cultural groups that make up the Indigenous population of Queensland.</p> <p>It is not enough to be aware or to have some understanding of the issues.</p> <p>It is <b>Everyone's Business</b> to take action and translate this knowledge and understanding into better outcomes for our Indigenous students.</p>