

Indigenous Education and Training Futures

Embedding Aboriginal and Torres Strait Islander Perspectives in schools *lever • skilled • creative*

Strategic Intent

	Goals	Targets	One Year Targets	Two Year Targets
Organisational Environment	<ul style="list-style-type: none"> Indigenous Working Party to be comprised of a broad representation of faculty and community members Staff to be professionally trained and developed to implement, deliver and assess Indigenous perspectives 	<ul style="list-style-type: none"> Indigenous Working Party to be widened to include staff representing a wide range of faculties as well as community representation including indigenous representation All staff to have completed Crossing Cultures Training and participate in activities that develop greater understanding and knowledge of Aboriginal and Torres Strait Islander education issues 	<ul style="list-style-type: none"> 40% of faculties to be represented on the Indigenous Working Party. Local Indigenous representative(s) on the School's Indigenous Working Party Staff surveyed about Crossing Cultures Training to determine level to which this has been completed. 	<ul style="list-style-type: none"> 60% of faculties to be represented on the Indigenous Working Party. Local Indigenous representative on the School's Indigenous Working Party Professional development for staff who have not completed Crossing Cultures Training
Community Partnerships	<ul style="list-style-type: none"> Indigenous Working Party maintains partnerships with Aboriginal and Torres Strait Islander community members Consultation with Aboriginal and Torres Strait Islander people has become embedded within school practice for the planning, implementation and evaluation of units and school projects 	<ul style="list-style-type: none"> Indigenous representation to be included in the School's Indigenous Working Party Indigenous Working Party to develop and maintain a list of contacts for School Staff to consult in the planning and implementation of curriculum units Indigenous Community representative to consult with curriculum leaders on the cultural appropriateness / sensitivities of their curriculum 	<ul style="list-style-type: none"> Local Indigenous representative on the School's Indigenous Working Party List of Indigenous community contacts to be developed for School Staff to consult in the planning and implementation of curriculum units Local Indigenous representative to meet with HOD's to have discussions / input into the cultural appropriateness / sensitivities of their curriculum 	<ul style="list-style-type: none"> Local Indigenous representative on the School's Indigenous Working Party List of Indigenous community contacts for School Staff to consult in the planning and implementation of curriculum units to be updated Local Indigenous representative to meet with HOD's and Curriculum Coordinators to have discussions / input into the cultural appropriateness / sensitivities of their curriculum
Curriculum and Pedagogy	<ul style="list-style-type: none"> Strong relationships have been developed and sustained to support the embedding of culturally appropriate curriculum and pedagogy. Written, verbal and visual Aboriginal and Torres Strait Islander resources are critiqued to ensure distortions and stereotypes are not presented. 	<ul style="list-style-type: none"> Indigenous Community representative to consult with curriculum leaders on the cultural appropriateness / sensitivities of their curriculum and resources. 	<ul style="list-style-type: none"> Local Indigenous representative on the School's Indigenous Working Party Local Indigenous representative to meet with HOD's to have discussions / input into the cultural appropriateness / sensitivities of their curriculum and resources 	<ul style="list-style-type: none"> Local Indigenous representative working with the School's Indigenous Working Party to develop a lens through which resources can be evaluated / critiqued in terms of their cultural appropriateness Local Indigenous representative to meet with HOD's and Curriculum Coordinators to have discussions / input into the cultural appropriateness / sensitivities of their curriculum and resources
Personal and Professional Accountability	<ul style="list-style-type: none"> There are systemic measures within the school that demonstrates commitment to ongoing professional development for all staff with Cross Cultural awareness Staff share a school wide common knowledge that recognises the distinction between Aboriginal and Torres Strait Islander people and culture. 	<ul style="list-style-type: none"> School to implement measures that demonstrates commitment to ongoing professional development for all staff with Cross Cultural awareness Indigenous Working Party to develop a common knowledge among staff school wide that recognises distinction between Aboriginal and Torres Strait Islander people and culture. 	<ul style="list-style-type: none"> Staff surveyed about Crossing Cultures Training to determine level to which this has been completed. Indigenous Working Party to develop a common knowledge among staff school wide that recognises the distinction between Aboriginal and Torres Strait Islander people and culture. 	<ul style="list-style-type: none"> Professional development for staff who have not completed Crossing Cultures Training Develop processes within the school to maintain high levels of commitment to Cross Cultural professional Development. Staff capable of sharing knowledge of the distinction between Aboriginal and Torres Strait Islander people and culture.

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Implementation – Please note – **yellow shading** indicates commencement of action.

Key Improvement Strategies and Significant Projects	What (Actions) The activities and programs required to progress the key improvement strategies	How (Resources) The budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<ul style="list-style-type: none"> • Indigenous Working Party representation to be widened • Staff to have completed Crossing Cultures Training and participate in activities that develop greater understanding and knowledge of Aboriginal and Torres Strait Islander education issues • School measures in place to have new staff complete Crossing Cultures Training • Partnerships with Aboriginal and Torres Strait Islander community members are maintained and consulted about planning, implementation, resourcing and evaluation of units and school projects • A common knowledge is developed among staff school wide that recognises the distinction between Aboriginal and Torres Strait Islander people and culture. 	<ul style="list-style-type: none"> • Greater representation from different faculties and from the local community to populate the Indigenous Working Party • Crossing Cultures training to be offered for staff professional development for those who have not completed the training • Procedures to be put in place at school to have new staff trained in Crossing Cultures training • Indigenous representation on School's Indigenous Working Party • Indigenous Working Party to develop list of contacts for School Staff • Indigenous Community representative to consult with curriculum leaders on the cultural appropriateness / sensitivities of their curriculum and resources • Professional development of staff to develop a common knowledge that distinguishes Aboriginal cultures from Torres Strait Islander culture 	<ul style="list-style-type: none"> • Members invited / encouraged from a wide range of faculties as well as community and indigenous representation • Contact Regional Indigenous Education Team to organise training for staff who have not completed the training • Discuss with Principal measures to include Cross Cultural training as part of new staff induction • Use local contacts to enlist members for School's Indigenous Working Party which would develop a list of contacts and liaise with curriculum leaders on the cultural appropriateness / sensitivities of their curriculum and resources • Professional development at a staff meeting 	<ul style="list-style-type: none"> • Current members of the Indigenous Working Party • Current members of the Indigenous Working Party • EATSIPS Project Officer • EATSIPS Project Officer and members of the Indigenous Working Party • EATSIPS Project Officer 	<ul style="list-style-type: none"> • Ongoing encouragement until Term 4 2012 • Semester 2, 2012 • Semester 2, 2012 • Semester 2, 2011 	<ul style="list-style-type: none"> • Greater breadth of representation on the Indigenous Working Party will result in greater embedding of Indigenous Perspectives across the curriculum • Staff have developed through training an empathy for the plight of Indigenous people which translate to their attitude in dealing with indigenous students • Community involvement in the curriculum taught and resources used in the delivery of that curriculum • Staff training will develop an empathy towards both Aboriginal and Torres Strait Islander Cultures

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Notes in relation to Survey:

- EASIPS Project Officer / Head of Department
- Commenced Implementation in October 2010 (Term 4)
- Looking at offering components of the Hidden Histories Professional Development for all staff who a) would like a refresher; b) new staff to school; and c) new teachers / staff to EQ
- At the moment Emma Wittgens is a person who has been employed to assist in the implementation and achievement of goals in the EATSIPS plan. It is acknowledged that Emma's knowledge and skills will need to be shared with others in order to build capacity for this plan succession and for other initiatives within the school involving Indigenous Education.
- Some difficulties are experienced with certain aspects of the plan due to the lack of a recognised 'local' Indigenous entity. John Daveson has made links with the Entity in Warwick and is working towards establish links and connections with the same representative group in Tenterfield.
- It is highly anticipated that the production of the Scribbly Gum units by Education Queensland will incorporate and embed Indigenous Perspectives in units of work across the Curriculum.
- At a school level there are a number of faculty areas who are already ensuring that school based units are addressing indigenous perspectives – including Music, SOSE, HPE, Art and Agriculture.
- In relation to Closing the Gap Stanthorpe High School is active in ensuring that the students and staff have access to a range of initiatives (those facilitated by Education Queensland as well as those organised through other Government and non Government programs) that assist in *Closing the Gap* and do their best to support access to these initiative by individual students as well as by groups.
- Although there is no Local Indigenous Community in the area to confer and liaise with, the EATSIPS Project Officer has formed an local Indigenous Working Party in order to seek direction, feedback and advice from.