



CATHOLIC EDUCATION
WESTERN AUSTRALIA



Aboriginal Education Team: Embedding Perspectives

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Transforming
Lives:
Strategy 2025



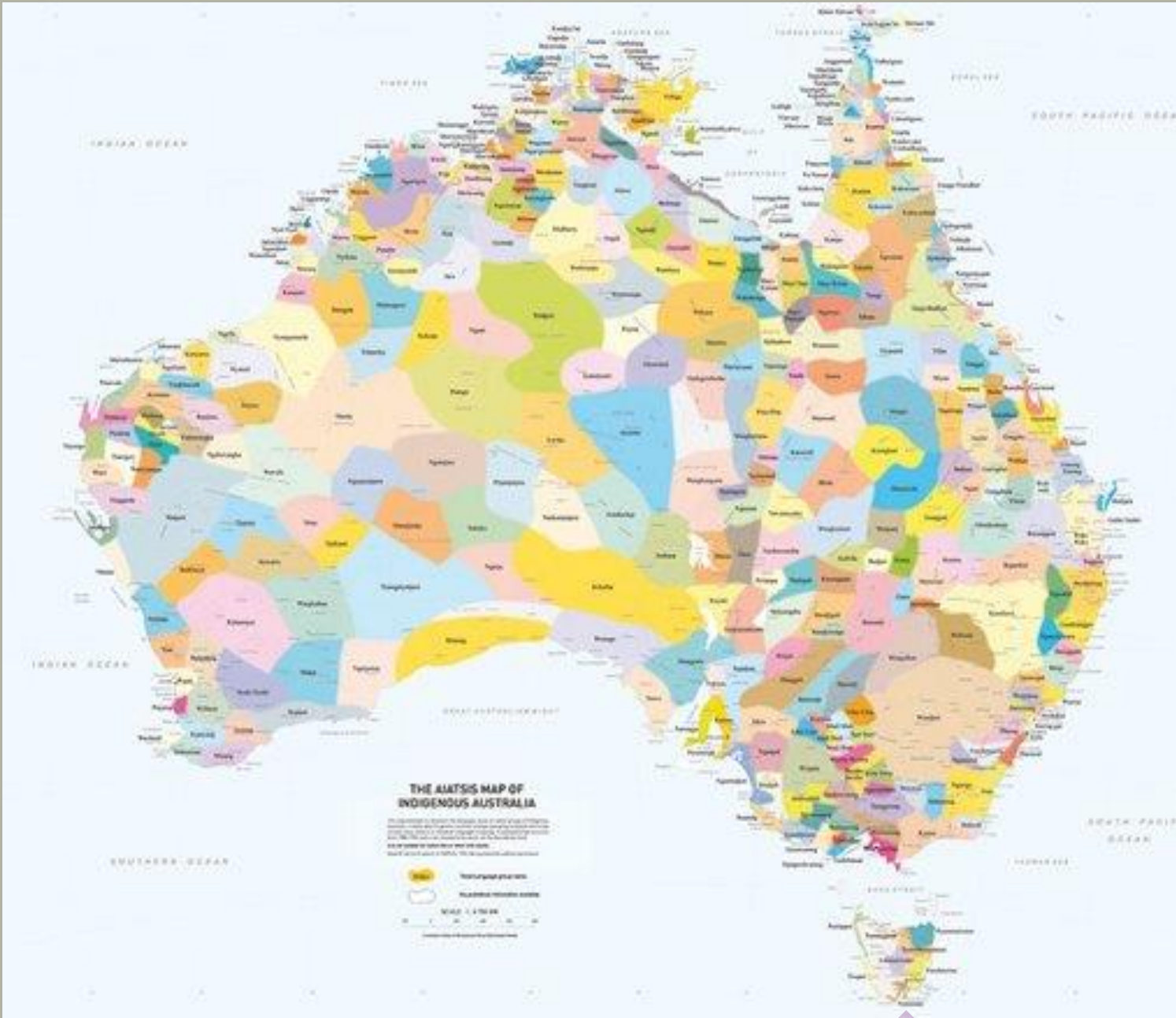
Acknowledgement of Country


We would like to acknowledge the Yawuru People, the traditional owners of the land on which we are now gathering and the privilege it is to be on Yawuru land. We acknowledge their ancestors and the Yawuru people of today for their spiritual connection and protection of the land we walk on, and the seas that meet this land. We recognise the strength and resilience of the Yawuru People and pay our respects to the Elders of today, those who have gone before us and the Elders yet to come.





Check-In



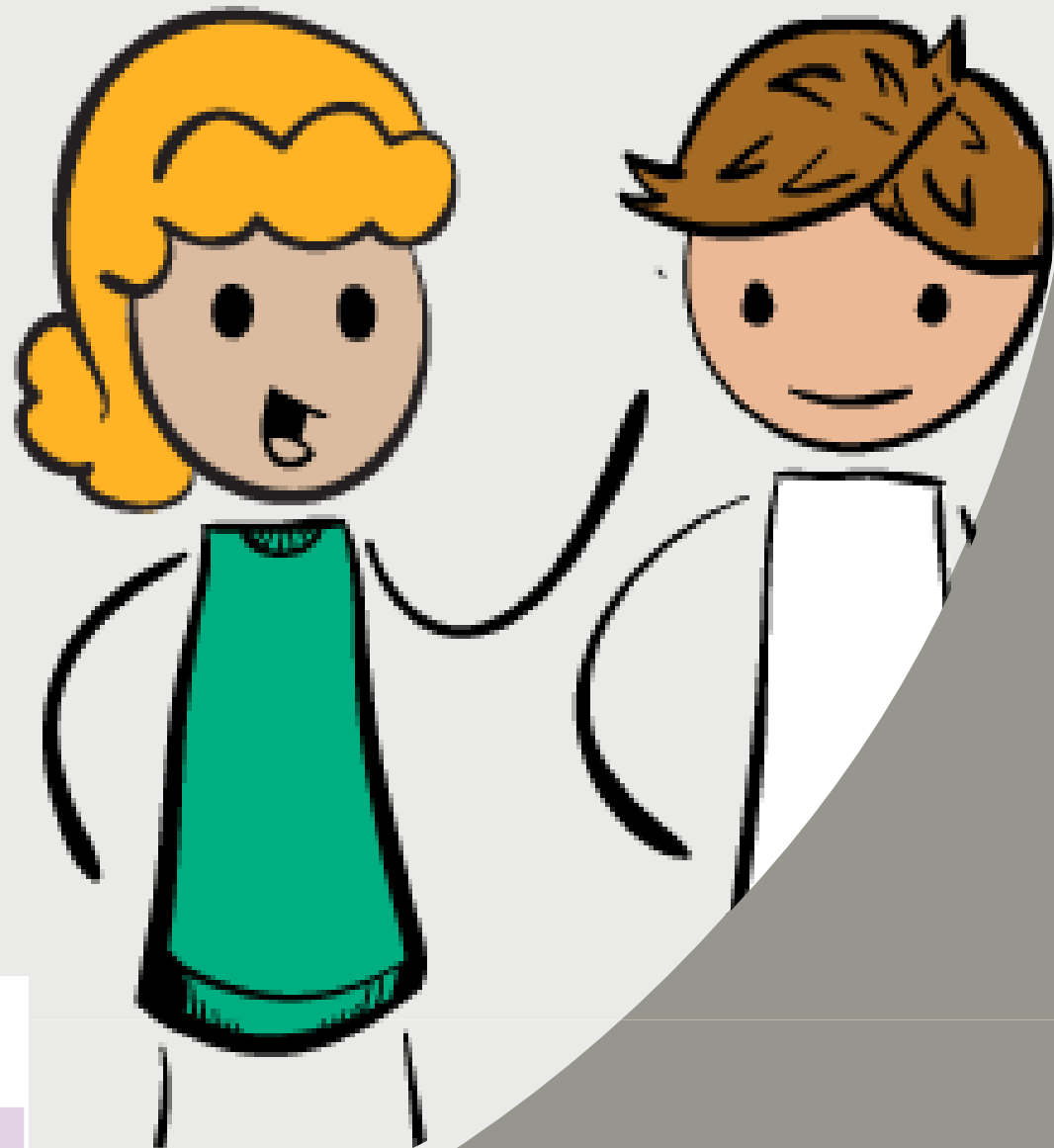


Learning Intention:
To understand what
perspectives are, why
they are important and
how to embed them into
the curriculum.

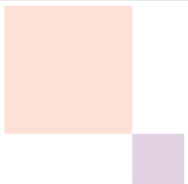


Success Criteria:
Identify key opportunities to embed cultural perspectives in Religious Education classes





Walk Talk Buddy



CEWA ABORIGINAL EDUCATION IMPROVEMENT MAP

MANDATE OF THE CATHOLIC EDUCATION COMMISSION OF WESTERN AUSTRALIA

"Catholic schools can serve as models for all within Western Australia who seek to create genuine communities. Such communities are always founded upon shared commitments to the common good".
 "Learning to integrate faith and culture will help students develop a Gospel vision of Australian society. It will also help them to work out practical ways of promoting that vision to others. To learn this, the first requirement is that students understand the values of the Gospel. Key among these are love for God and neighbour".

"The values of the Gospel lead to genuine peace and harmony. They make easier the promotions of reconciliation, justice, compassion and mercy".

Paras 6; 21-22; 26; 66-67; 70; 72; 79-80; 85; 88; 94-95; 98.

CATHOLIC EDUCATION COMMISSION OF WESTERN AUSTRALIA (CECWA) STRATEGIC DIRECTIONS 2019-2021

- Inspiring Christ-centred Leaders
- Catholic Schools of Excellence
- Pastoral Catholic Communities
- Accessible, Affordable & Sustainable System of Schools

CECWA POLICIES

- Justice Education
- Religious Education
- Aboriginal Education
- Early Childhood Education and Care

QUALITY CATHOLIC SCHOOLS (QCS) LEAD

Catholic Identity

101 - Systematic Evangelisation Planning
 102 - Integrating Catholic Faith, Life & Culture

Community

201 - Engagement with the School Community
 202 - Wider Community Partnerships

Education

301 - An Explicit Improvement Agenda
 302 - Analysis & Discussion of Data
 303 - A Culture that Promotes Learning
 304 - Targeted Use of School Resources
 305 - An Expert Teaching Team
 306 - Systematic Curriculum Delivery
 307 - Differentiated Teaching & Learning
 308 - Effective Pedagogical Practices

Stewardship

401 - Staff Wellbeing
 402 - Pastoral Care of Students

NATIONAL QUALITY STANDARDS (NQS)

- QA 1: Educational program and practice
- QA 2: Children's health and safety
- QA 3: Physical environment
- QA 4: Staffing arrangement
- QA 5: Relationships with children
- QA 6: Collaborative partnerships with families
- QA 7: Governance and leadership



TRANSFORMING LIVES: STRATEGY 2025 (TL-S2025) sits within the CECWA Strategic Directions, and has 4 **bold goals** to reach by 2025, including:

- all CEWA schools become culturally competent;
- doubling Aboriginal student enrolment from 2500 to 5000;
- increasing Aboriginal Year 12 graduations from 100 to 250; and
- increasing the percentage of Aboriginal students achieving above the national minimum literacy and numeracy standard, from 75% to 90%.

AITSL AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

GRADUATE

PROFICIENT

HIGHLY ACCOMPLISHED

LEAD

AITSL Focus Area 1 - Know students and how they learn

AITSL - TS 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.

AITSL Focus Area 2 - Know the content and how to teach it

AITSL - TS 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

AITSL Focus Area 5 - Assess, provide feedback and report on student learning

AITSL - TS 5.2 Provide feedback to students on their learning.

AITSL Focus Area 6 - Engage in professional learning

AITSL - TS 6.1 Identify and plan professional learning needs.
 AITSL - TS 6.2 Engage in professional learning and improve practice.

AITSL AUSTRALIAN PROFESSIONAL STANDARDS FOR PRINCIPALS

AITSL Focus Area 1 - Leading teaching and learning

Principals create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning.

AITSL Focus Area 2 - Developing self and others

Principals work with and through others to build a professional learning community that is focused on continuous improvement of teaching and learning.

AITSL Focus Area 3 - Leading improvement, innovation and change

Principals work with others to produce and implement clear, evidence-based

CEWA ABORIGINAL EDUCATION IMPROVEMENT MAP (AEIM)

CEWA PRIORITIES	CULTURAL COMPETENCE STAGE 1	CULTURAL COMPETENCE STAGE 2	CULTURAL COMPETENCE STAGE 3	CULTURAL COMPETENCE STAGE 4
POLICY Aboriginal Education Policy Mandate CECWA – Para 6, 21, 79, 95 QCS – 302, 201-202, 301, 303-304, 306 AITSL PS 3	<ul style="list-style-type: none"> The school is aware that the CECWA Aboriginal Education (AE) Policy is lived through the school's Vision, Mission and/or Charism. 	<ul style="list-style-type: none"> The AE Policy is reflected in the school's Vision, Mission and/or Charism. 	<ul style="list-style-type: none"> The AE Policy is reflected in the Aboriginal Education Plan. 	<ul style="list-style-type: none"> The AE Policy is lived through the Aboriginal Education Plan.
PLAN Aboriginal Education Plan Mandate CECWA – Para 21, 88 QCS – 302, 201-202, 301-308, 402 NATSIES 2015 – 1-7	<ul style="list-style-type: none"> The school has informal Aboriginal education processes. 	<ul style="list-style-type: none"> The school is developing an Aboriginal Education Plan (AEP) as reflected in the School Improvement Plan (SIP) and School Strategic Plan. An AEP evaluation will be developed and reviewed through a consultative process. 	<ul style="list-style-type: none"> The school has an AEP and/or focus in the SIP with achievable and measurable outcomes that are aligned with NATSIES 2015, QCS and CECWA Strategic Directions. An evaluation process has been developed with input and participation of leadership and staff. 	<ul style="list-style-type: none"> The AEP is implemented throughout the school. The AEP is evaluated by leadership, staff and the Aboriginal community, e.g. Catholic Education Aboriginal Committee (CEAC).
PARTNERSHIPS Mandate CECWA – Para 6, 21, 79-80, 88 QCS – 301-202, 302-303, 402 NATSIES 2015 – 1-7 AITSL PS 2, 4-5 AITSL TS 3.6, 3.7, 7.3 NOS QAS 6	<ul style="list-style-type: none"> The school compares local ABS data with COSI data. The school and the Parish examine local Aboriginal Catholic ABS data. 	<ul style="list-style-type: none"> The school has established strategies to engage with Aboriginal parents*, local Aboriginal community, and with allied agencies. The school and Parish understand the importance of National Aboriginal and Torres Straits Islander (NATSI) Sunday. 	<ul style="list-style-type: none"> Quality partnerships are established between the school, Aboriginal parents*, local Aboriginal community, and with allied agencies. In partnership, the school and Parish community celebrate NATSI Sunday Mass. 	<ul style="list-style-type: none"> Quality partnerships are maintained and strengthened, or The school has increased the number of Aboriginal students to ABS parity, or The school partners with the Aboriginal community for the benefit of all students. The school and Parish community celebrate NATSI Sunday Mass with the Aboriginal community.
PERSPECTIVES Teaching Aboriginal Histories and Cultures Mandate CECWA – Para 21-22, 61, 72 QCS – 302, 201-202, 303, 305-306 NATSIES 2015 – 1-2, 4-5, 7 AITSL TS 2.4 KTA Guidelines NOS QA 1	<ul style="list-style-type: none"> Aboriginal perspectives are minimally evident across the school. The GECKOS Coordinator is identified. Staff are aware of the GECKOS Guest Presenters Program. 	<ul style="list-style-type: none"> Aboriginal perspectives are evident in some classes/learning areas, e.g. only HASS and/or Arts. All staff are aware of the GECKOS Coordinator and their role. The GECKOS Guest Presenters Program is infrequently accessed by staff. 	<ul style="list-style-type: none"> Aboriginal perspectives are integrated across all nine learning areas, including the first learning area of Religious Education. The GECKOS Coordinator supports all staff with the implementation of AITSL Standards 2.4. The GECKOS Guest Presenters Program is randomly accessed by staff. 	<ul style="list-style-type: none"> Aboriginal perspectives are articulated in School Strategic Plans, e.g. Curriculum Plans. The GECKOS Coordinator leads Aboriginal perspectives curriculum. The GECKOS Guest Presenters program is an integral part of school curriculum.



What are perspectives?

Head to [menti.com](https://www.menti.com) and enter the code:
40 79 91



Perspectives: Teaching Aboriginal Histories and Cultures



Perspectives are the way of seeing the world. Perspectives impact the way we interact with the environment and the perceptions we have of ourselves and the way we see others.

By embedding Aboriginal perspectives in the curriculum, we can acknowledge Aboriginal peoples' ways of knowing, viewing and relating to the world.





3. Where are you currently at?

[More Details](#)

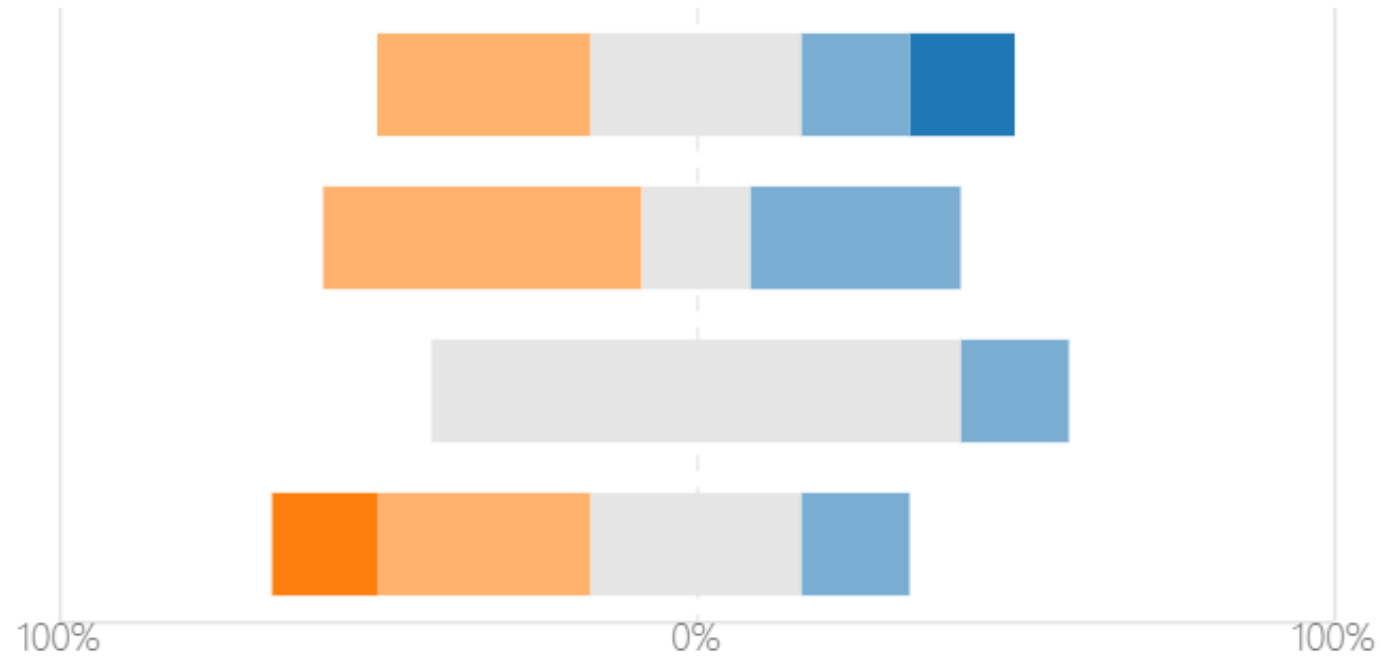
Strongly Disagree Disagree Neutral Agree Strongly agree

I feel confident in embedding Aboriginal and Torres Strait Islander Perspectives into the RE Curriculum

I am aware of resources available that can be used for my context in this area (perspectives)

I engage with local community for this purpose (perspectives)

I am confident in assisting other staff in embedding these perspectives





Graduate

Proficient

Highly Accomplished

Lead

Focus area 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.

Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.

Graduate

Proficient

Highly Accomplished

Lead

Focus area 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

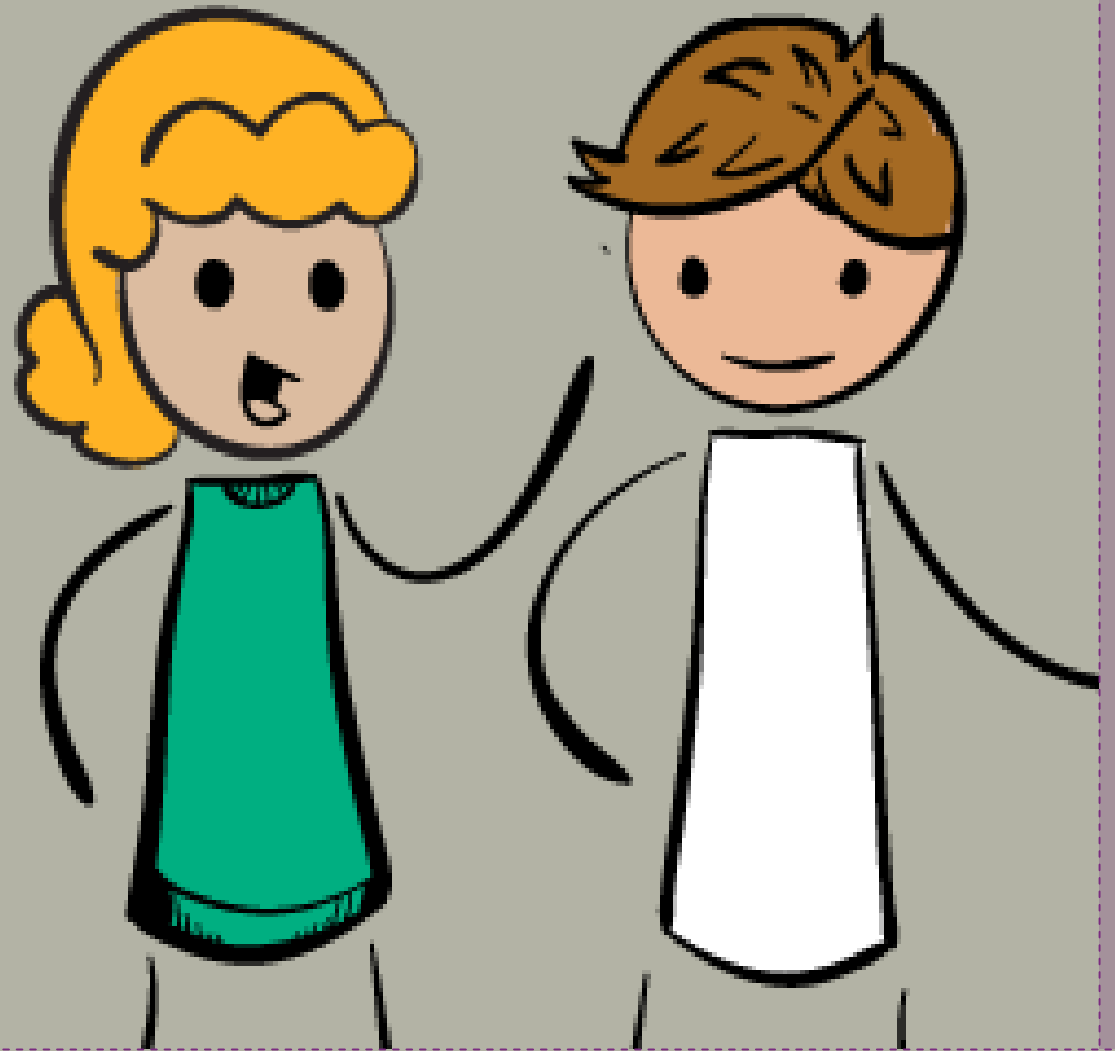
Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

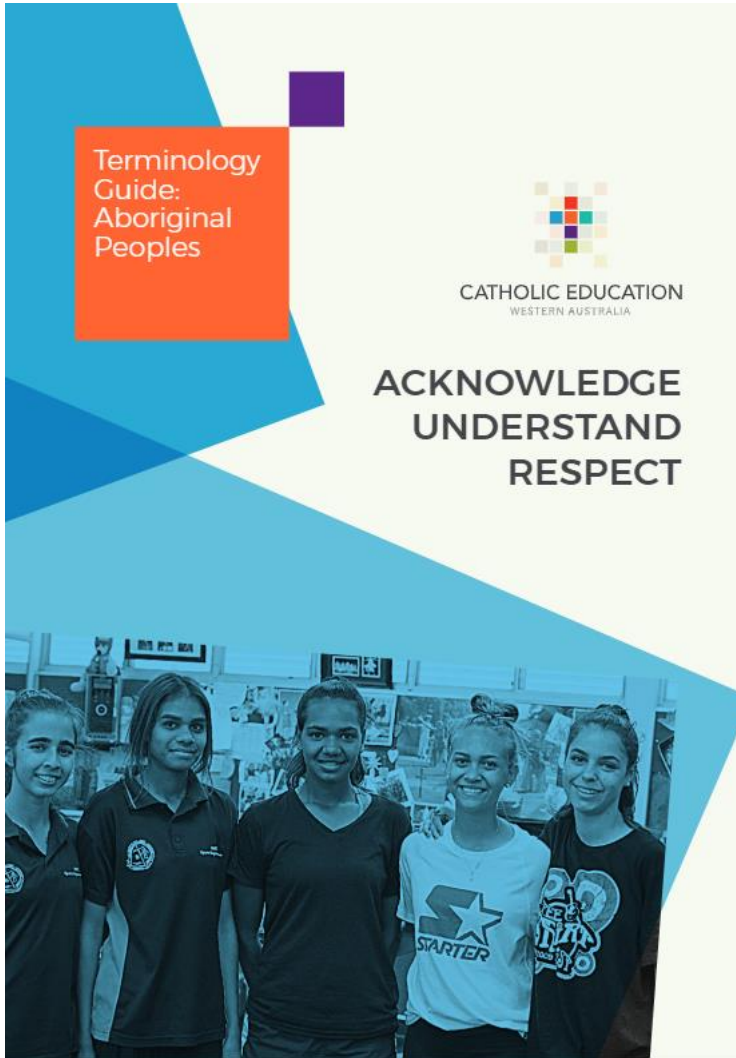
Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.



Walk Talk Buddy





Terminology Guide: Aboriginal Peoples





Activity One: Our Mob, God's Story





Activity Two: Religious Education Units of Work

Earl Years – Juliet, Andrea, Rosie and Jo

Middle Years – Susan, Jen, David and Carmel

Upper/Secondary – Nik, Greg, Panda and Gabrielle

