

Embedding Aboriginal and Torres Strait Islander Perspectives in Schools

Implementation checklist with targets

Criteria	Phase 1 Uninformed	Phase 2 Aware	Phase 3 Engaged	Phase 4 Mobilised	Vision — Phase 5 Actioning and implementing
Professional and personal accountabilities	No teachers well informed	All teachers aware	All teachers engaged	Teachers committed to embedding and beginning to embed	<p>All teachers:</p> <ul style="list-style-type: none"> know and have an understanding of local Indigenous knowledges understand their own perspectives, beliefs and perceptions about Indigenous peoples understand how and where to source information about local Indigenous cultures know and understand strategies to combat inappropriate beliefs and stereotypes by students understand the shared history of the local area.
Organisational environment	Minimal attention given to Indigenous inclusion				<ul style="list-style-type: none"> Indigenous presence actively involved in most areas of school organisation School/teachers aware of likely sensitive issues and have appropriate strategies in place to deal with them A trusting, inclusive school environment established that ensures the Indigenous community is valued and appreciated Indigenous employees have access to a range of opportunities to support their professional development Processes in place to recognise and support intellectual property rights of Indigenous people working in schools and class rooms Protocols and processes in place to check whether Indigenous knowledge presented is culturally appropriate for the local area
Community partnerships	No Indigenous partnerships				<ul style="list-style-type: none"> School partnerships with Indigenous communities developed and maintained Protocols for communicating and collaborating with Indigenous people established Indigenous community events acknowledged and actively supported Local Indigenous people available to support curriculum delivery are known and registered in school contact list, and relationships established with them for that purpose Indigenous students involved in curriculum planning, delivery and evaluation
Curriculum and pedagogy	Aboriginal and Torres Strait Islander perspectives barely considered in curriculum, except in an 'exotic' sense (e.g. NAIDOC Week events)				<ul style="list-style-type: none"> Curriculum units of work are culturally appropriate and connected to the local area and histories where possible All learning styles and backgrounds are attended to in curriculum delivery and pedagogy and in assessment opportunities Successes shared with community Aboriginal and Torres Strait Islander knowledges and perspectives are explicit in delivered curriculum Written, verbal and visual resources are critiqued to ensure distortions and stereotypes are not presented Local Indigenous stories and oral traditions are celebrated Home language of Indigenous students valued and not seen as 'poor English' if a creole