## Embedding Aboriginal and Torres Strait Islander Persepectives in Schools

### Implementation checklist with targets

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Phase 1 Uninformed</th>
<th>Phase 2 Aware</th>
<th>Phase 3 Engaged</th>
<th>Phase 4 Mobilised</th>
<th>Vision — Phase 5 Actioning and implementing</th>
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</thead>
</table>
| Professional and personal accountabilities | No teachers well informed | All teachers aware | All teachers engaged | Teachers committed to embedding and beginning to embed | All teachers:  
  - 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 |                  |                   |                   | 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 classrooms  
  - Protocols and processes in place to check whether Indigenous knowledge presented is culturally appropriate for the local area |
| Community partnerships                      | No Indigenous partnerships |                  |                   |                   | 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) |                  |                   |                   | 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 |