



CULTURAL RESIDENTS PROFESSIONAL LEARNING OUTLINE



PROGRAM STRUCTURE:

- WHO: Teachers and school leaders from both participating schools
- WHAT: Connecting our work with Cultural Residents with meaningful curricular and pedagogic practice
- WHERE: Hosted alternately by the participating schools and UNSW
- WHEN: Eight 2-hour sessions (two per term)

OUR BIG IDEA:

Systemic change in Aboriginal education and the engagement with Aboriginal and Torres Strait Islander content in the curriculum is possible through changes in teacher practice. Teachers change their practice through building relationships with local Aboriginal people, listening to and learning from Aboriginal people, and letting their practice be informed by this learning. The Cultural Residents project provides access and assistance for teachers and schools to begin this journey.

OVERALL OUTCOME/PURPOSE:

The Cultural Residents Professional Learning Program is an 8-session, year-long developmental opportunity designed to help you make the most out of being part of the Cultural Residents project. The outcome of this program is to equip you as you move beyond a surface level of engagement with Aboriginal perspectives in your teaching and to tap into the deeper and more profound possibilities of this work.

SESSION	TOPIC	READING
1 EARLY TERM 1	<p>BIG IDEA: The purpose for this work: Systemic change</p> <p>FOCUS QUESTION: What is truly involved in changing processes and practices in schools?</p>	<p>Bishop, M., Vass, G., & Thompson, K. (2019). Decolonising schooling practices through relationality and reciprocity: Embedding local Aboriginal perspectives in the classroom. <i>Pedagogy, Culture & Society</i>, 1–19. https://doi.org/10.1080/14681366.2019.1704844</p>
2 LATE TERM 1	<p>BIG IDEA: Cultural mentoring and relationally responsive practice</p> <p>FOCUS QUESTION: Why is it important to build sustained and reciprocal relationships?</p>	<p>Burgess, C., & Cavanagh, P. P. (2016). Cultural immersion: Developing a community of practice of teachers and Aboriginal community members. <i>The Australian Journal of Indigenous Education</i>, 45(1), 48–55.</p>

Implementation – Having a Cultural Educator at your school
Example

SESSION	TOPIC	READING
3 EARLY TERM 2	<p>BIG IDEA: Building a curriculum narrative and reconceptualisation of Aboriginal and Torres Strait Islander curriculum content (Part 1)</p> <p>FOCUS QUESTION: Making learning meaningful by engaging with “big ideas.”</p>	Lowe, K., & Galstaun, V. (2020). Ethical challenges: The possibility of authentic teaching encounters with indigenous cross-curriculum content? <i>Curriculum Perspectives</i> , 40(1), 93–98. https://doi.org/10.1007/s41297-019-00093-1
4 LATE TERM 2	<p>BIG IDEA: Building a curriculum narrative and reconceptualisation of Aboriginal and Torres Strait Islander curriculum content (Part 2)</p> <p>FOCUS QUESTION: How are you engaging with higher-order thinking?</p>	Lowe, K., & Yunkaporta, T. (2013). <i>The inclusion of Aboriginal and Torres Strait Islander content in the Australian National Curriculum: A cultural, cognitive and socio-political evaluation</i> . 33(1), 14.
5 EARLY TERM 3	<p>BIG IDEA: Connecting Country to curriculum</p> <p>FOCUS QUESTION: How can we connect listening to Aboriginal community members to the curriculum that we teach students?</p>	McKnight, A. (2016). Preservice teachers' learning with Yuin Country: becoming respectful teachers in Aboriginal education. <i>Asia-Pacific Journal of Teacher Education</i> , 44(2), 110-124.
6 LATE TERM 3	<p>BIG IDEA: Establishing quality pedagogy and curriculum that makes a difference</p> <p>FOCUS QUESTION: How can we reflect on past teaching practice?</p>	Harrison, N., Tennent, C., Vass, G., Guenther, J., Lowe, K., & Moodie, N. (2019). Curriculum and learning in Aboriginal and Torres Strait Islander education: A systematic review. <i>The Australian Educational Researcher</i> , 46(2), 233-251.
7 EARLY TERM 4	<p>BIG IDEA: Knowledge Exchange</p> <p>FOCUS QUESTION: What pedagogic or structural changes you have made to your practice so far this year?</p>	N/A
8 LATE TERM 4	<p>BIG IDEA: Leadership for change</p> <p>FOCUS QUESTION: How to lead for meaningful, lasting change?</p>	Auerbach, S. (2010). Beyond coffee with the principal: Toward leadership for authentic school–family partnerships. <i>Journal of School Leadership</i> , 20(6), 728-757.