



IS MY SCHOOL READY FOR A CULTURAL EDUCATOR?

Self-Assessment



PART A: SCHOOL ENVIRONMENT SELF-ASSESSMENT

This survey is designed as an initial self-assessment survey for the person or team who is instigating the work of engaging a First Nations Cultural Educator for a particular school environment. You may be a Principal, teacher, parent committee member, Aboriginal Education team chair, etc.

SCHOOL:

1. System affiliation (public, Catholic, Independent, etc.):
2. Aboriginal Country/(ies) my school is located on:
3. Local Aboriginal organisations relevant to education in this area (e.g. AECG, Lands Councils):
4. Number and percentage of First Nations students enrolled at my school:
5. Number and percentage of First Nations staff employed at my school:
6. Are there any particular patterns or disparities between First Nations and non-First Nations student outcomes at this school that you hope further work with Cultural Educators could address? E.g. attendance, engagement, test scores, incidences of ignorance or racism.
7. From which community, clan or language groups do your First Nations students/staff at this school come from or have connections to?
8. Does your school regularly acknowledge Country in classes or at special events?
9. Does your school have a personalised Acknowledgment of Country? If so, was this developed in consultation with the local Aboriginal community?

10. Does your school have a Reconciliation Action Plan (RAP)? How deeply is Aboriginal education embedded in your strategic plan or school culture?

11. What existing relationships and points of engagement does your school have with its local Aboriginal community? E.g. Elders who regularly participate in events at the school, NAIDOC activities, curricular activities, cultural or academic support activities?

12. Where is engagement currently lacking, or what relationships still need to be built or strengthened?

13. What indications of investment in Aboriginal education does the school make on its publicly available materials (e.g. website, newsletters, flyers, signage)?

14. In linking with your school's values or mission statement, how relevant is this to the employment of a First Nations Cultural Educator?

15. Where/how does the employment of a First Nations Cultural Educator fit within the school's Strategic Plan?

16. What procedures are in place at your school for staff or students experiencing racism?

17. How would you foster a buy-in for this approach from parents/staff school community in general?

STAFF :

1. How would you describe the principal's attitude toward Aboriginal education and current relationship to Aboriginal students/parents/community? Does the executive team share this attitude?

[Empty text box for response to question 1]

2. Is the Principal supportive of the school employing a Cultural Educator? How do you know?

[Empty text box for response to question 2]

3. Note any known staff demographics that may impact on the school culture toward Aboriginal education, such as:

- Number/percentage of First Nations staff [Empty text box]
- Cultural backgrounds of non-First Nations staff (e.g. number/percentage born in Australia vs overseas)

[Empty text box for response to question 3, item 1]

- Percentage of staff in various age brackets (20-35, 35-50, 50-65+)

[Empty text box for response to question 3, item 2]

- Percentage of staff who have been teaching for....less than 5 years, 5-10 years, 10-20 years, 20+ years

[Empty text box for response to question 3, item 3]

4. Does your school provide opportunities in Professional Learning related to Aboriginal Education?

What Professional Learning have you completed/ engaged in?

[Empty text box for response to question 4]

5. Do you have anecdotal evidence of staff attitudes toward inclusion of First Nations perspectives in curriculum – based on conversations, comments in the staffroom, etc. Are staff likely to be receptive? Resistant? Something else?

[Empty text box for response to question 5]

6. Have front office/administrative staff received professional learning in working with Aboriginal communities?

7. How would you describe your school's general welcomingness to Aboriginal students, families and visitors?

8. What actions do you think might need to happen in order for staff to be ready and receptive toward working with a Cultural Educator?

9. In considering the cultural/emotional load that will be shouldered by the Cultural Educator, how will you create a space that is culturally safe?

10. Does your school have processes or budget lines in place for remunerating members of the Aboriginal community who may give their time or expertise to school operations or events?

PARENTS :

1. Note any known parent/family demographics that may impact on the school culture toward Aboriginal education, such as:

- Number/percentage of First Nations families
- Cultural backgrounds of non-First Nations families (e.g. number/percentage born in Australia vs overseas)
- If there is a substantial cohort of families from any particular cultural background, what backgrounds/languages are most prevalent?
- Percentage of students who have been in Australia for....less than 1 year, 1-3 years, 3-10 years, born in Australia
- Socio-economic background or education levels of families

2. Does your school have a P&C committee (or similar)? What proportion of parents are involved in this committee? What are this committee's priorities?

3. Do you have a sense of what First Nations parents'/families' priorities are for their children's experience at school?

4. Do you have anecdotal evidence of parent/family attitudes toward inclusion of First Nations perspectives in curriculum – based on conversations, comments overheard, etc. Are parents likely to be receptive? Resistant? Something else?

