

‘Improving Koorie cultural connections, agency and self-determination by applying responsive pedagogies’

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MRSC Acknowledgement of Country

We acknowledge the Wadawarrung people, The Traditional Custodians of the land we gather on and the great Kulin Nation we live and learn on.

We celebrate the diversity of First Nations Peoples and their continuing connection to their culture, their lands, seas and waters across Australia.

We pay our respect to the Elders past, present and emerging. We extend that respect to all Aboriginal and or Torres Strait Islander peoples here today.

Principals Conference Theme:

Leading together: inspire, learn, network.



By the end of this session, participants will be able to:

- **Develop a deeper understanding of the Teaching Innovation Fellowship program**
- **Share experiences and best practices in leading change**
- **Gain an understanding of MRSC Koorie Ways of Learning**



Teaching Innovation Fellowship



- Teaching Innovation Fellowships provide Teaching Excellence Program (TEP) alumni with funding and PD to design and lead projects which transform teacher practice and improve student outcomes in their classrooms or schools.
- 100 days program with prototype Term 3 and 4, 2023 and school wide roll-out in 2024.



Think- Pair-Share:

THINK – identify something that you’ve involved with that was implemented well

PAIR – share with your table your example and explain why it went well

SHARE – present with a broader group

“Ultimately, it doesn’t matter how great an educational idea or intervention is in principle; what matters is how it manifests itself in the day-to-day work of people in schools” – Simon Breakspear of Evidence4Learning



INSPIRE – What inspires us and why?



OUR KOORIE STUDENTS

- Highest intake of Aboriginal and or Torres Strait Islander students (55 students in 2023 & 60 in 2024)
- 69% Attendance. Absent approx. 1.5 days p/wk. or approx. 12 weeks p/year
- Numeracy and Literacy data revealed that only 15% are At Standard in Reading, 9% in Writing, 15% in Spelling and 15% in Numeracy



Why?

OUR STAFF

- CUST post-survey data highlights some teachers may feel unaware of Indigenous pedagogical knowledge and/or not confident to implement Indigenous perspectives in curriculum.

OUR CURRICULUM

- Our curriculum documentation needs to be inclusive of Koorie student needs and Aboriginal pedagogy in order to align with Marrung and CUST recommendations.



LEARN

Implementation as a process

- Treat implementation as a process
- Create a leadership environment and school climate which is conducive to good implementation
- Monitoring across the stages of implementation



LEARN

Where we began ...

- Marrung Steering Committee established
- Feeder school site ocular visit
- Consultations with Sth Western Region Koorie Education Co-Ordinator & KESO

“You’ve got to see it to be it” – Principal, Yuille Park PS



LEARN

How it developed...

- Excursions to explore historical and modern cultural perspectives.
- Survey students
- Co-design Koorie Club

“Our teachers just think we’re all naughty and not smart ‘cause some kids do the wrong thing. It sucks ‘cause it’s not fair. Like, we’re not smart smart but we want to do stuff and learn stuff too” – Year 9 student


LEARN

What are our challenges?

- Overcoming a crowded calendar
- Keeping communication and energy flowing between all stakeholders
- Setting boundaries and recognising allies
- Change and Resistance



Workshop:

- Discussion questions:
 1. Share one leadership experience which involves implementing change and you encounter resistance.
 2. What strategies did you use to overcome resistance?
 3. How did your people embrace the change?
- 




NETWORK

What are our wins?...

- **Koorie Club – Friday afternoons**
(one group per period) with TO, Koorie Mentor, all staff welcome
- **Koorie Student Leaders** part of SVT (High expectations)
- **Scott Darlow Incursion & Staff PL**
- **Staff Yarning with Koorie Division**
- **Reconciliation Week – Term 2, Week 7, May 27th – June 3rd**
(Koorie Club leading activities)

Improving Koorie Cultural Connections, Agency and Self-Determination by applying Responsive Pedagogies



Mok-borriyn 

Turt-barram 
Ngarrimili 



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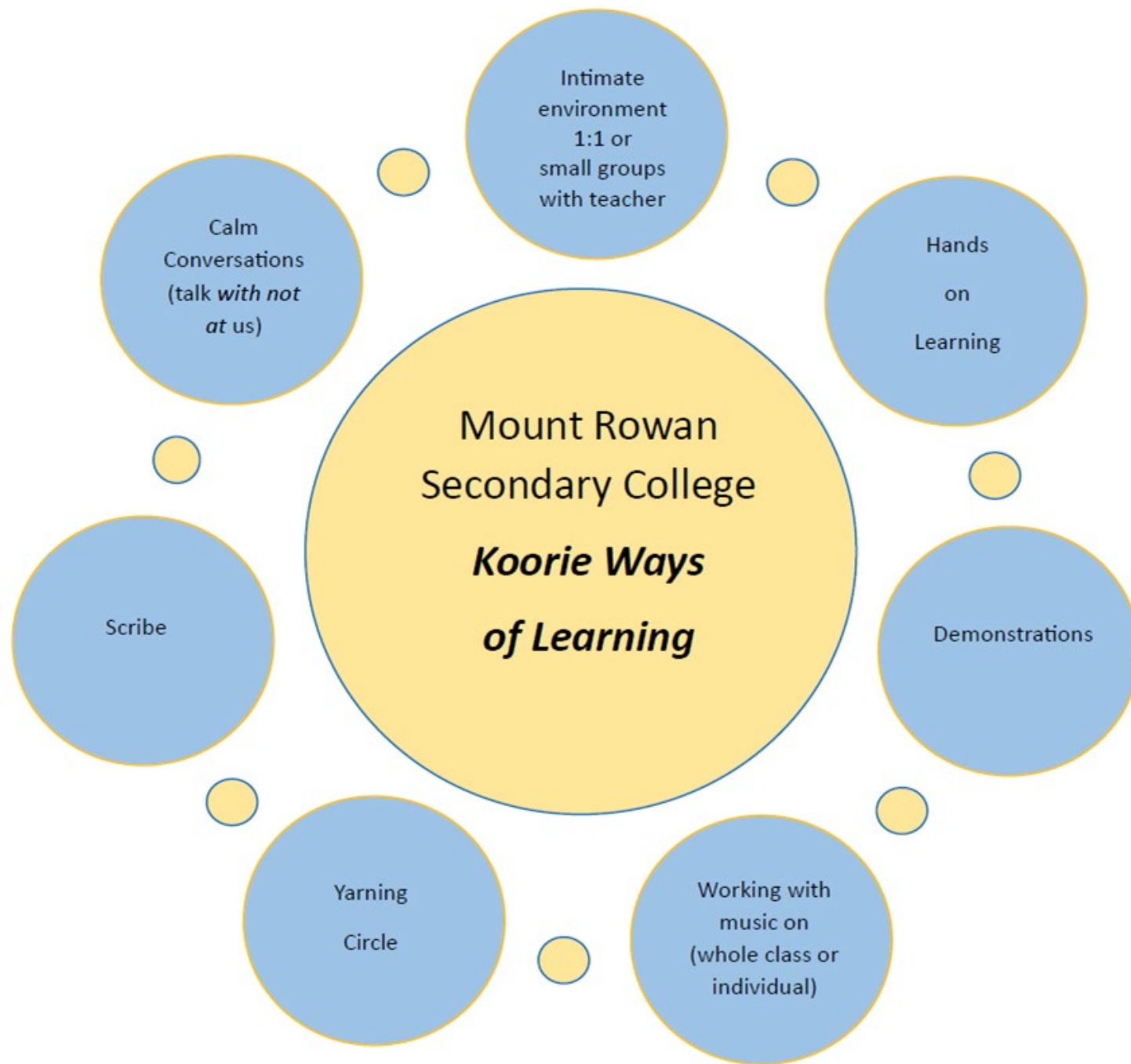
  

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Level of Awareness of Embedding ATSI Perspectives

Rate your level of awareness on how to embed Aboriginal perspectives in the classroom.

[More Details](#)

- Extremely aware 6
- Moderately aware 25
- Somewhat aware 15
- Slightly aware 3
- Not at all aware 0



Use of MRSC Koorie Ways of Learning

Are you currently using any of MRSC Koorie Ways of Learning in your classroom?

[More Details](#)

Insights

- Yes regularly each week 34
- No never 2
- Sometimes 13





KEY LEARNINGS



- Giving Koorie students voice, choice and agency and finding out what they need in order to engage is key to establishing a program of cultural club sessions.
- Collaborating with Department of Education and Training Koorie Division and visiting feeder schools establishes connections with local Koorie Mentors, Traditional Owners and Elders who can offer consultancy and facilitate cultural sessions and yarnings.
- Establishing governance structure such as a Marrung Steering Committee allows staff and Leadership to monitor feedback and attendance and utilise Marrung Education Plan Inclusive Practices united school-wide.
- Respecting not all Aboriginal and or Torres Strait Islander students wish to be identified so optional offerings as well as ensuring student and staff allies are also invited helps to foster unity.

Great quote

Effective leaders **listen**, **guide**, and **motivate** others to **use change** as a positive force **to explore innovation** and **inspire action**. They are the heart of inventive, meaningful, and sustainable change in education.



Reflection time

- *What is your where to next?*
- *Do you have any questions?*



Thank you

