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ABORIGINAL CULTURAL STANDARDS FRAMEWORK



Department of
Education



ACKNOWLEDGEMENTS



We acknowledge the traditional custodians of the lands on which our students live and are educated.

We acknowledge parents, families and communities as the first educators of their children. Aboriginal people have a long tradition of teaching and learning through sharing their connections with the land and sea, and through their stories and lived experiences that are passed from generation to generation. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

We acknowledge the numerous staff across the State – including principals, teachers, regional consultants, Aboriginal and Islander education officers and staff in the Office of Aboriginal Education – who contributed to the development of this framework.

We also acknowledge the support and input of members of the State Government's Aboriginal Affairs Coordinating Committee; affiliated Education Sub-Committee and Aboriginal Reference Group; and the project working groups.

The Director General personally acknowledges Professor Colleen Hayward AM, Pro-Vice Chancellor, Edith Cowan University, for her contribution to the early conceptualisation of the framework.

NOTES

- The term 'Aboriginal' respectfully refers to Aboriginal peoples and Torres Strait Islanders.
- The term 'parent' refers to parents and/or caregivers with responsibility for the care of their children.
- The term 'family' refers to parents, caregivers, families and extended families, Elders and community members involved in the education of their children.
- 'Local Aboriginal community' is a complex concept. For the purposes of this framework it refers to two groups:
 - Traditional Custodians of the land on which the school is located
 - Aboriginal people connected to the school.Communities may comprise different family and language groups, and Aboriginal people may belong to more than one community.

This document may contain images of people who are deceased.

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INTRODUCTION



FROM THE MINISTER



As Minister for Education and Minister for Aboriginal Affairs, I am committed to achieving equality for Aboriginal children and young people across Western Australia.

Education – and educators – have a vital role to play in this endeavour. We know that improved outcomes in education are fundamental for the increased health, social and economic wellbeing of Aboriginal people and their communities.

That is why the Government has made – and is continuing to make – significant changes to education with a focus on Aboriginal students. Initiatives at the system level such as increasing school autonomy and new ways of funding schools, as well as initiatives at the school level such as Child and Parent Centres and KindiLink, are all aimed at driving improvements in education. Each of these initiatives includes a focus on improvements for Aboriginal students.

In our multicultural society, it is vital for schools to welcome and be responsive to all cultures, and our focus in the Aboriginal Cultural Standards Framework is Aboriginal students. The Government is leading the way as the first state in Australia to implement an Aboriginal Cultural Standards Framework for public schools to become culturally responsive to their Aboriginal students and communities.

The framework provides an impetus for change and dialogue about the best possible education practices for Aboriginal students.

By committing to working together – staff, students, families and communities – we can improve the education outcomes for each Aboriginal student.

Hon Peter Collier MLC
Minister for Education; Aboriginal Affairs

November 2015

FROM THE DIRECTOR GENERAL



The Aboriginal Cultural Standards Framework is part of our broader reform to deliver the best possible education for all students.

While we have a long record of raising awareness about Aboriginal histories, cultures and languages, it is time to translate this awareness into culturally responsive actions. This will take deliberate and concerted effort.

The framework sets expected standards for staff when working with Aboriginal students, their families and communities. It guides staff to incorporate culturally responsive attitudes, values and behaviours into their everyday work.

The framework gives us a basis to reflect on our approaches to Aboriginal education, strive for improvement, and engage Aboriginal families and communities in schooling. It is about transforming our practices as we collectively move towards a more capable and responsive organisation.

Closing the performance gap between Aboriginal and non-Aboriginal students remains a national priority with a strong commitment and focus on the Council of Australian Governments' (COAG) Closing the Gap targets.

By using this framework, I believe we will have greater potential to be more responsive to the circumstances of Aboriginal students and improve their learning outcomes.

I expect each principal to lead their school community's engagement with the framework, and all staff to use the framework for reflection to drive action.

As we strive to improve outcomes in Aboriginal education, I am confident we have the capacity to deliver on this action.

Sharyn O'Neill
Director General

November 2015

CULTURALLY RESPONSIVE SCHOOLS

CULTURALLY RESPONSIVE SCHOOLS HAVE A STRONG ETHOS BASED ON RESPECTING AND VALUING DIVERSITY.

Culturally responsive schools build collaborative relationships between staff, Aboriginal students, their parents and families, and communities to support student learning. They create opportunities to engage parents, families and communities in improving the education outcomes for Aboriginal students.

Culturally responsive schools build on the knowledge, skills and prior experiences that Aboriginal students bring with them to the classroom to ensure learning is relevant, connected and appropriate to achieve education success. They make connections between each student's home and school experiences, and use a range of learning opportunities that make schooling more effective for Aboriginal students.

Culturally responsive schools create welcoming and supportive learning environments that respect the cultures, languages, experiences and world views of their Aboriginal students. They have a holistic approach to working with Aboriginal students.

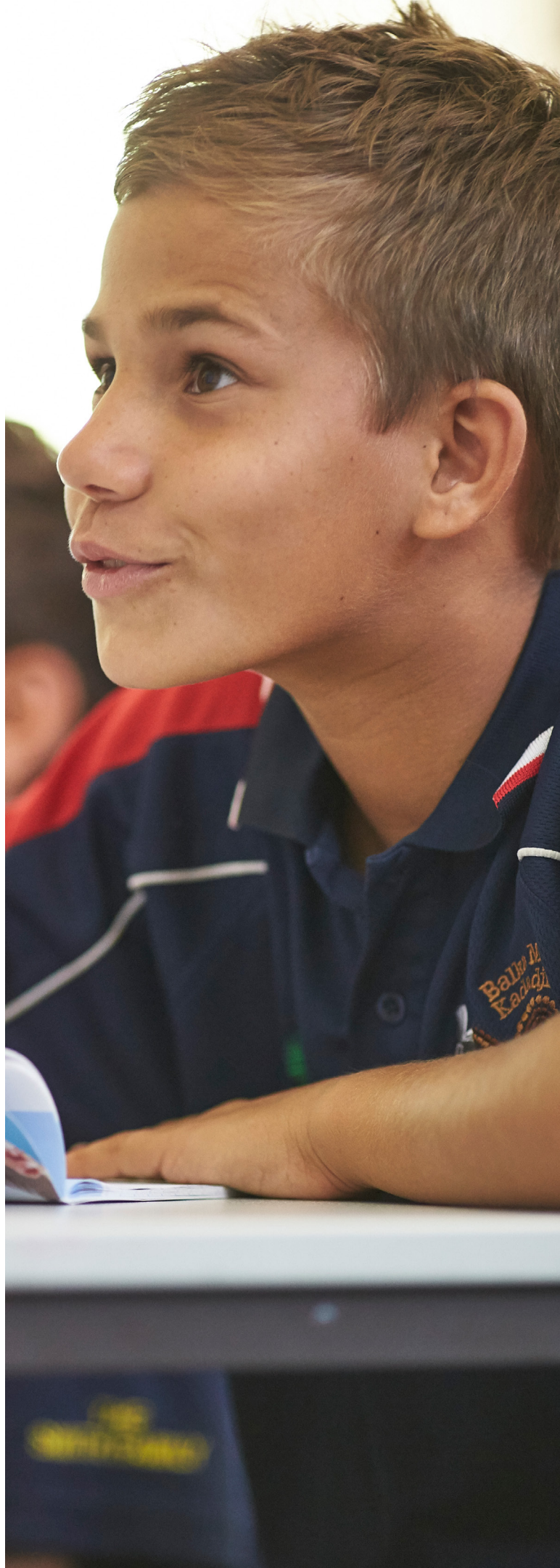
To achieve this, concerted and coordinated action is required at the school level.

The framework will assist us in our efforts to close the gap in the education achievements of Aboriginal students. Our goal is to ensure Aboriginal students are confident and successful learners who complete their schooling with the knowledge and skills to access further education, training and employment.

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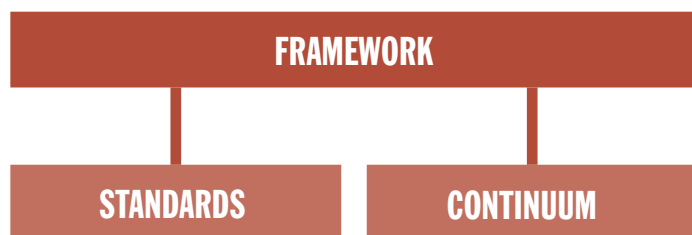


THE FRAMEWORK



THE FRAMEWORK PROVIDES A STRUCTURE FOR ALL STAFF TO REFLECT ON THEIR PRACTICES AND IDENTIFY OPPORTUNITIES FOR IMPROVED ACTION TO BUILD ON EXISTING KNOWLEDGE AND SKILLS.

The framework comprises five cultural standards and a continuum.



Each of the cultural standards has performance descriptors and indicators to guide staff when working with Aboriginal students, their parents and families, and communities.

The continuum enables staff to reflect on individual and whole-school progress and to develop strategies to move towards becoming culturally responsive.

Together, the standards and continuum assist school leaders to start discussions about planning for improvement in their schools.

The framework is applicable to all staff delivering services to, and providing support for, students and schools.

The sentiments underlying the framework apply to all schools, even those with few or no Aboriginal student enrolments.

The framework is aligned to the School Improvement and Accountability policy, and to the Australian Institute for Teaching and School Leadership's Australian Professional Standard for Principals and Australian Professional Standards for Teachers.

RELATIONSHIPS

STANDARD:

Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

LEADERSHIP

STANDARD:

Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.

TEACHING

STANDARD:

Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.

LEARNING ENVIRONMENT

STANDARD:

Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.

RESOURCES

STANDARD:

Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.

RELATIONSHIPS

STANDARD:

Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

PERFORMANCE DESCRIPTORS

Staff establish and maintain positive relationships with Aboriginal students, their parents and families.

Staff engage professionally with local Aboriginal community members and organisations.

Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.

Staff broaden their knowledge and improve practices in Aboriginal education.

INDICATORS

- Staff build respectful working relationships with Aboriginal students.
- Staff provide information to parents of Aboriginal students about their children's progress and support families to participate in all aspects of their children's education.
- Staff work with Aboriginal students, their parents and families to support students at key transition stages of schooling.

- Staff, in partnership with the local Aboriginal community, understand and accept processes and protocols for respectful interaction.
- Staff draw on the expertise of Aboriginal staff (including Aboriginal and Islander education officers, and regional Aboriginal education teams) and local Aboriginal community members and organisations to enrich learning experiences for students.
- Staff and students participate, as appropriate, in local Aboriginal community events and activities.
- Staff and local Aboriginal community members share experiences and knowledge to support student learning.

- Staff provide Aboriginal students with opportunities to take on leadership roles at school.
- School leaders seek feedback from Aboriginal students, their parents and families on education delivery to inform decision making.
- School leaders provide opportunities for local Aboriginal community representation on the school council/board.

- Staff participate in local Aboriginal community networks to understand the perspectives of Aboriginal people on education.
- Staff engage with local Aboriginal community members to identify opportunities for including cultural events at the school.
- Staff incorporate local Aboriginal community members' cultural and linguistic knowledge and expertise to build contextual relevance to the education of Aboriginal students.

CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS (PROFICIENT)

Staff are aware of the value of developing effective working relationships with Aboriginal students and their parents and families.	Staff understand the importance of establishing positive working relationships with Aboriginal students and their parents and families. Staff seek information from parents and families to support Aboriginal students' learning.	Staff have developed respectful working relationships with Aboriginal students and their parents and families. Staff communicate regularly with parents and families of Aboriginal students about their children's learning.	Staff, Aboriginal students and their parents and families have established collaborative, trusting and respectful working relationships. Staff involve the parents and families of Aboriginal students in their children's education.
Staff are aware of the value of engaging local Aboriginal community members and organisations.	Staff understand the importance of positive interaction with local Aboriginal community members. Staff have identified, or have liaised with Government agencies and Aboriginal staff to identify, key local Aboriginal community members and organisations.	Staff use local cultural protocols for interacting with local Aboriginal community members. Staff routinely invite local Aboriginal community members and organisations to school meetings, activities and events.	Staff have clearly established shared understandings, processes and protocols for respectful interaction with local Aboriginal community members. Staff and local Aboriginal community members and organisations work together in planning meetings, activities and events.
Staff are aware of the value of engaging Aboriginal students, their parents and families, and the local community in school decision making.	Staff provide information to Aboriginal students, their parents and families, and the local Aboriginal community about the school's education programs.	Staff seek feedback from Aboriginal students, their parents and families, and local Aboriginal community members about the school's delivery of education to inform decision making.	Staff, Aboriginal students, their parents and families, and local Aboriginal community members are all actively involved in decision making.
Staff are aware that participation in Aboriginal community networks can support the education of their Aboriginal students.	Staff have identified, or have liaised with Aboriginal staff to identify, ways of engaging with local Aboriginal community networks.	Staff have developed reliable connections with local Aboriginal community networks to deepen understandings about the community's perspectives.	Staff routinely participate in local Aboriginal community networks and draw on the cultural knowledge and expertise of the community.

LEADERSHIP

STANDARD:

Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.

PERFORMANCE DESCRIPTORS

School leaders develop a clear vision for the teaching and learning of Aboriginal students.

School leaders build staff capability for effective teaching of Aboriginal students.

School leaders support innovation and change in Aboriginal education.

School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.

INDICATORS

- School leaders ensure school values are underpinned by high expectations for Aboriginal students.
 - School leaders involve parents and families, and local Aboriginal community members in the development of the school vision and ethos.
 - School leaders ensure Aboriginal education outcomes are defined in the school plan and reported in the annual school report.
 - School leaders establish a culture of continuous improvement and academic optimism for Aboriginal students.
- School leaders expand their own cultural knowledge relevant to the local context.
 - School leaders support staff to build individual capability for developing their knowledge of local Aboriginal histories, peoples, cultures and languages.
 - School leaders support staff to teach in ways that are responsive to the learning needs of individual Aboriginal students.
 - School leaders develop and sustain a school-wide focus on monitoring the progress of Aboriginal students.
 - School leaders and staff are cognisant of their attitudes, behaviours and performance in teaching Aboriginal students.
- School leaders encourage flexible and adaptive approaches to engaging and teaching Aboriginal students.
 - School leaders share best practice and innovation in Aboriginal education with colleagues and across education networks.
 - School leaders embed collaborative practices that promote school-wide contributions to improvement and innovation in Aboriginal education.
 - School leaders recognise the capability of Aboriginal staff to lead innovative approaches in engaging and teaching Aboriginal students.
- School leaders provide comprehensive reports about Aboriginal student performance as part of the annual school report.
 - School leaders share education success with the local Aboriginal community and the broader community.
 - School leaders report on the progress and outcomes of targeted Aboriginal programs and initiatives, and seek feedback from the local Aboriginal community on their value and success.

CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS (PROFICIENT)

School leaders are aware of the importance of developing a school vision and ethos that is inclusive of Aboriginal students.

School leaders align the school's vision and ethos with the needs and expectations of the local Aboriginal community.

School leaders and staff understand the school's commitment to all students, including Aboriginal students.

School leaders work with students, staff, parents and families, and local Aboriginal community members on the development of a school vision and ethos.

School leaders and staff demonstrate a commitment to high expectations for Aboriginal students.

School leaders, in collaboration with local Aboriginal community members, have developed a strong, sustainable education partnership that reflects the expectations and aspirations of Aboriginal students.

School leaders and staff demonstrate a commitment to high expectations for Aboriginal students in a culture of continuous improvement.

School leaders and staff begin to reflect on their own knowledge and beliefs about Aboriginal histories and peoples.

School leaders know about Aboriginal histories and have participated in local cultural awareness raising.

School leaders and staff understand that their own beliefs and preconceptions have an impact on the way they engage with Aboriginal students.

School leaders commit to the need to build the capability of staff to teach Aboriginal students effectively.

School leaders and staff have deepened their understandings about Aboriginal histories, peoples, cultures and languages, including the local and national contexts.

School leaders and staff demonstrate respect for, and awareness of, the cultural diversity of the school community.

School leaders ensure effective curriculum pathways are implemented for Aboriginal students.

School leaders and staff respect and are responsive to local historical and contemporary cultural contexts.

School leaders and staff demonstrate respect for the diversity and differences of the school community, and provide opportunities for all staff and students to develop understanding and respect for Aboriginal histories, peoples, cultures and languages.

School leaders engage staff in school-wide approaches to teaching Aboriginal students.

School leaders monitor and provide specific feedback to all staff about the extent to which teaching practices are responsive to the needs of individual Aboriginal students.

School leaders research innovative approaches to Aboriginal education.

School leaders discuss with staff ideas and innovative approaches to improve the outcomes of Aboriginal students.

School leaders create and support opportunities for staff to develop innovative teaching practices for Aboriginal students.

School leaders and staff, in partnership with local Aboriginal community members, develop and implement flexible, adaptive and innovative approaches to improve the outcomes of Aboriginal students.

School leaders are aware of the importance of reporting to the school community about the school's performance.

School leaders report to local Aboriginal community members about the school's performance.

School leaders engage with local Aboriginal community members about the outcomes and the performance of the school in relation to Aboriginal education outcomes.

School leaders report to the school council/board on the achievements and progress of Aboriginal students, and engage local Aboriginal community members in discussions about the value and success of targeted Aboriginal programs and initiatives.

TEACHING

STANDARD:

Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.

PERFORMANCE DESCRIPTORS

Teachers know how culture and experiences shape the learning of each Aboriginal student.

Teachers know the curriculum content and how best to teach it to Aboriginal students.

Teachers plan for and implement effective teaching practices for Aboriginal students.

Teachers assess, provide feedback and report on the progress of Aboriginal students.

INDICATORS

- Teachers know of the cultural, language and family connections of Aboriginal students.
 - Teachers know relevant background experiences that Aboriginal students bring to school.
 - Teachers take into account the preferred learning style of each Aboriginal student.
 - Teachers support Aboriginal students to identify and achieve their aspirations.
- Teachers recognise the diverse perspectives that Aboriginal students bring to the content being taught.
 - Teachers incorporate into learning experiences the knowledge and experiences that Aboriginal students possess.
 - Teachers use resources developed for Aboriginal students to address specific learning needs.
 - Teachers incorporate Aboriginal histories, cultures and languages into learning activities.
- Teachers set learning goals that reflect high expectations for each Aboriginal student.
 - Teachers seek background information about Aboriginal students from previous schools to improve success in transition.
 - Teachers assess the learning needs of each Aboriginal student and differentiate their teaching practices accordingly.
 - Teachers identify and implement teaching and learning approaches suitable for Aboriginal students as English as an additional language/dialect learners.
 - Teachers provide a range of learning opportunities for Aboriginal students.
- Teachers take into account the cultural and linguistic backgrounds and proficiency of Aboriginal students when planning their assessments.
 - Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students.
 - Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required.
 - Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents.

CONTINUUM

CULTURAL AWARENESS (EMERGING)	CULTURAL UNDERSTANDING (DEVELOPING)	CULTURAL COMPETENCE (CAPABLE)	CULTURAL RESPONSIVENESS (PROFICIENT)
Teachers gather background information about their students.	Teachers know which students are Aboriginal and understand their family connections.	Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.	Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.
Teachers reflect on their understandings about how to teach Aboriginal students.	Teachers understand that Aboriginal students bring diverse perspectives to the content being taught. Teachers have identified resources and materials to support the learning needs of Aboriginal students.	Teachers apply Aboriginal perspectives to the content being taught. Teachers select and use a range of resources to support the learning needs of Aboriginal students.	Teachers apply their knowledge of the histories, cultures and languages of Aboriginal students, and design or adapt resources to support the individual learning needs of Aboriginal students.
Teachers investigate strategies for teaching Aboriginal students.	Teachers make learning adjustments to maximise the potential of Aboriginal students.	Teachers set challenging and achievable learning goals for Aboriginal students.	Teachers have high expectations and differentiate their teaching strategies to respond to the specific learning needs of Aboriginal students.
Teachers are aware of the importance of using reliable monitoring, assessment, feedback and reporting practices for Aboriginal students.	Teachers understand the cultural and linguistic backgrounds and proficiency of Aboriginal students when monitoring, assessing and providing feedback.	Teachers customise formative and summative assessments to take account of the language proficiency and individual needs of Aboriginal students. Teachers provide feedback and report progress to Aboriginal students and their parents in a format suitable for the local context.	Teachers tailor learning programs based on their knowledge of the cultural and linguistic backgrounds and proficiency of individual Aboriginal students, and use assessment data to inform their teaching practices and school-wide planning. Teachers ensure Aboriginal students and their parents understand student progress and what is required for students to achieve their personal best.

LEARNING ENVIRONMENT

PERFORMANCE DESCRIPTORS

Staff support Aboriginal students to feel a sense of belonging and connection to the school.

Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.

Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour.

Staff establish a supportive and safe learning environment for Aboriginal students.

STANDARD:

Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.

INDICATORS

- Aboriginal students demonstrate pride in, and ownership of, the school.
- Staff have positive interactions with Aboriginal students.
- Staff welcome parents and families of Aboriginal students at the school.
- All students and staff are aware of, and demonstrate respect for, the cultural and linguistic diversity of the school community.
- Staff promote positive wellbeing for Aboriginal students.

- Staff engage Aboriginal students, their parents and families, and community members in developing an environment which displays and respects their histories, cultures and languages.
- The parents and families of Aboriginal students, and local Aboriginal community members use facilities at the school where appropriate.
- Staff and students use local Aboriginal community facilities and sites to enable students to learn in settings connected to local histories, cultures and languages where appropriate.

- Staff work with Aboriginal students, their parents and families to ensure an understanding of expectations and legal obligations under the *School Education Act (1999)* for attendance.
- Staff work with Aboriginal students, their parents and families to ensure an understanding of expectations related to behaviour, engagement and learning.
- Staff support and encourage local Aboriginal community members to promote consistent and clear messages about student attendance and behaviour.
- Staff identify and implement strategies to engage hard-to-reach Aboriginal students, their parents and families.
- Staff are aware of factors that may be affecting the behaviour of individual Aboriginal students and implement appropriate school and classroom management strategies.
- School leaders collaborate with other school leaders to ensure the transition of Aboriginal students is well defined and enacted.

- Staff know about factors in the local Aboriginal community that may have an impact on student engagement.
- Staff work productively with other agencies to support the health, wellbeing and safety of Aboriginal students, their parents and families.
- Staff, in collaboration with parents and families, develop plans to support Aboriginal students at educational risk.
- Staff put in place appropriate steps to support the social and emotional wellbeing of Aboriginal students.

CONTINUUM

CULTURAL AWARENESS (EMERGING)

CULTURAL UNDERSTANDING (DEVELOPING)

CULTURAL COMPETENCE (CAPABLE)

CULTURAL RESPONSIVENESS (PROFICIENT)

Staff are aware of the importance of having an inclusive learning environment for Aboriginal students.	Staff understand the importance of creating an inclusive and welcoming environment for all students, including Aboriginal students. The school notes publicly the importance of cultural diversity and the need to support Aboriginal students to feel connected to the school.	Staff engage with local Aboriginal community members about how they prefer to see their culture represented in the school. Staff use Aboriginal students' connection to their community to build the capacity of the school to connect with Aboriginal culture.	Staff and local Aboriginal community members have established an enduring and effective partnership. Cultural values and traditions have been incorporated into the school's learning environment. Staff have supported Aboriginal students to build confidence, showcase and share their culture, and participate in events of cultural significance.
Staff are aware that the physical learning environment can influence the culture and ethos of the school.	Staff understand the value of creating a physical environment that displays and respects the cultural and linguistic heritage of Aboriginal students.	Staff consult with Aboriginal students, their parents and families, and the local Aboriginal community to develop an environment which displays and respects their cultural and linguistic heritage.	Staff – in partnership with Aboriginal students, their parents and families, and the school community – have worked together to establish a sustainable physical environment which reflects the cultural and linguistic heritage of Aboriginal students.
Staff are aware of the need for having clear expectations for the attendance and behaviour of all students, including Aboriginal students.	Staff provide information to Aboriginal students and their parents and families about expectations for student attendance and behaviour.	Staff work with Aboriginal students, their parents and families to monitor student attendance, behaviour and engagement.	Staff – in partnership with Aboriginal students, their parents and families, and the local Aboriginal community – develop and implement strategies for Aboriginal student attendance, behaviour and engagement in learning.
The school has policies and processes related to the health and wellbeing of all students, including Aboriginal students.	Staff understand that factors in the local community may have an impact on Aboriginal student engagement. The school has plans and procedures in place to monitor Aboriginal students at educational risk.	Staff monitor events in the local community that may have an impact on Aboriginal student engagement. Staff take appropriate steps to maintain continuity of learning for students. Staff make appropriate education adjustments for Aboriginal students at educational risk.	Staff and local Aboriginal community members meet routinely to identify factors that have an impact on Aboriginal student engagement and develop agreed plans for addressing concerns. Staff use effective case management procedures to monitor the needs of Aboriginal students at educational risk.

RESOURCES

STANDARD:

Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.

PERFORMANCE DESCRIPTORS

Staff acknowledge and value the expertise of Aboriginal staff.

School leaders allocate staff to support the learning needs of individual Aboriginal students.

School leaders target the learning needs of individual Aboriginal students when allocating financial resources.

Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.

INDICATORS

- Staff draw on the knowledge and expertise of Aboriginal staff (including Aboriginal and Islander education officers, and regional Aboriginal education teams) in connecting the school with the local Aboriginal community.
- School leaders support Aboriginal staff to identify and pursue leadership and aspirational opportunities.
- School leaders and staff use flexible recruitment practices to encourage applications from Aboriginal people.

- School leaders, in planning the staffing profile, give specific consideration to the learning needs of Aboriginal students.
- School leaders consider the expertise and experiences required for staff to work with Aboriginal students.

- School leaders use student characteristics funding to implement appropriate teaching and learning adjustments for Aboriginal students.
- School leaders plan for improved Aboriginal student outcomes and budget accordingly.

- Staff select a range of evidence-informed resources to support the learning needs of individual Aboriginal students.
- Staff use technology to connect Aboriginal students' local perspectives with national and global perspectives.
- Staff incorporate the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in all learning areas.
- Staff liaise with Aboriginal staff, including Aboriginal and Islander education officers, and Aboriginal community members to determine the appropriateness of cultural resources and materials.
- Staff understand, respect and act in accordance with the cultural and intellectual property rights of Aboriginal people.

CONTINUUM

CULTURAL AWARENESS (EMERGING)	CULTURAL UNDERSTANDING (DEVELOPING)	CULTURAL COMPETENCE (CAPABLE)	CULTURAL RESPONSIVENESS (PROFICIENT)
The school workforce plan identifies Aboriginal staff and describes their roles.	Staff understand the roles and responsibilities of all staff, including Aboriginal staff.	Staff respect the knowledge and expertise that Aboriginal staff bring to the school.	Staff draw on the expertise of Aboriginal staff and work with them to develop their own skills and knowledge to support all students, including Aboriginal students. School leaders use professional learning opportunities to build Aboriginal staff capability and create career pathways, including leadership roles.
School leaders are aware of the value of a diverse staffing profile at the school.	School leaders understand that student demographics are an important factor when considering the staffing profile. School leaders recognise the value that local Aboriginal people bring to the school and employ local Aboriginal people where possible.	School leaders demonstrate understanding of the need for experience and expertise of staff working with Aboriginal students. School leaders create opportunities for local Aboriginal people to consider roles at the school.	School leaders match the learning needs of Aboriginal students with staff skills and experience. School leaders involve local Aboriginal community members, where possible, in processes for the selection and recruitment of staff.
School leaders allocate financial resources in accordance with the student-centred funding model and targeted initiatives funding guidelines.	School leaders use evidence to inform the distribution of funding received through the student-centred funding model and targeted initiatives for Aboriginal students.	School leaders incorporate funding allocated to the school for Aboriginal students into targeted plans for Aboriginal student improvement.	School leaders seek input from Aboriginal community members, in relation to school planning and budgeting to ensure Aboriginal specific funding is allocated to meet the needs of Aboriginal students.
Staff are aware that there are Aboriginal cultural resources for students.	Teachers understand the value of using resources related to local culture to support Aboriginal student learning. Staff understand the importance of following protocols and intellectual property rights when using Aboriginal cultural resources.	Teachers include cultural content in classroom activities to augment Aboriginal student learning. Staff know the protocols to be observed when using Aboriginal cultural resources.	Teachers, in collaboration with the community, source or design appropriate resources linked to local Aboriginal cultures for inclusion in teaching and learning programs. Staff partner with the community to establish shared understandings and expectations about the use of Aboriginal cultural learning resources.

CONTINUUM STAGES



CULTURAL AWARENESS —→ CULTURAL UNDERSTANDING —→ CULTURAL COMPETENCE —→ CULTURAL RESPONSIVENESS

CULTURAL AWARENESS

Cultural awareness is the *recognition* of differences and similarities between cultural groups. There is some understanding about other cultures and an *emerging* awareness that cultural differences may necessitate a different approach to people from those cultural groups. This requires an identification of one's own cultural identity, values and practices.

For schools, this means having a broad overview of the histories, cultures and languages of Aboriginal people, including students.

CULTURAL UNDERSTANDING

Cultural understanding represents a shift in emphasis from awareness to behaviours and attitudes. It is about *developing* understanding of the differences and strengths of cultural groups, and beginning to demonstrate *sensitivity* to other cultural groups.

There is a deepening of understanding of the histories, cultures and languages of Aboriginal people. There is an appreciation of the cultural and linguistic backgrounds of students. In schools, it is about developing a culturally safe and secure learning environment for all students.

For schools, this means building engagement at the local level and developing positive relationships in the school community.

CULTURAL COMPETENCE

Cultural competence is the ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different to one's own. It is more than the knowledge and skills needed to interact with different cultural groups; it is about the attitudes informing those interactions. Cultural competency means *respecting* and *valuing* the cultures and traditions of Aboriginal people and recognising that connections to family, community, country and culture are central to a person's wellbeing.

For schools, this means recognising the diverse cultural and linguistic needs of students and building on relationships with relevant cultural groups in the school community. Schools respect cultural differences and recognise the need for change in school-wide approaches.

CULTURAL RESPONSIVENESS

Cultural responsiveness is the ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different to one's own, and *demonstrating* this ability with *proficiency*. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships.

It is about building mutually respectful, solid relationships with the local community; valuing the strengths of the local Aboriginal community; and working *collaboratively* with the local community to set the directions and priorities for Aboriginal students in the school.

It is about being responsive to the *diverse* needs, backgrounds, experiences and knowledge of Aboriginal students; and being able to use these as a basis to facilitate learning opportunities.