

# Content Criteria: Aboriginal Education and supporting Aboriginal students/children – Proficient Teacher

## Overview of the priority area

Courses in this priority area need to be focused specifically on developing understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and/or supporting the learning needs of Aboriginal students/children. Courses in this priority area should not be conflated with more general diversity or multicultural education courses.

The content criteria of this priority area at Proficient is arranged around five focus areas:

1. developing understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
2. connecting with Aboriginal communities
3. developing teaching programs and learning experiences
4. supporting the learning of Aboriginal and Torres Strait Islander students/children
5. supporting the aspirations of Aboriginal and Torres Strait Islander students/children.

For each focus, there are 'aspects', 'mandatory features' and 'Related Standard Descriptors'. The Standard Descriptors are from the *Australian Professional Standards for Teachers*.

NESA Accredited PD courses are required to address at least one of the aspects within the priority area and the nominated career stage. Note that a course may address aspects from more than one focus. For each aspect selected, the course content must also meet all mandatory features aligned to the focus of the nominated aspects and enable teachers to meet at least one of the Related Standard Descriptors aligned to the focus of the nominated aspects.

Providers need to work in partnership with relevant Aboriginal and/or Torres Strait Islander people to ensure that the resources and perspectives being presented are culturally appropriate.

Applications for courses that include cultural content in any form require evidence that the appropriate Aboriginal community endorses the knowledge and perspectives contained in the course and authorises the provider to share this cultural property. Where possible, professional learning should include developing teachers' knowledge and understanding of the local Aboriginal community. Providers and course presenter must have appropriate qualifications and/or expertise in this area.

## Characteristics of Proficient teachers

Proficient teachers create effective teaching and learning experiences for their students/children. They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements.

Proficient teachers know their students/children and adjust their teaching to meet and promote students'/children's individual learning needs and diverse cultural, social and linguistic

characteristics. They develop safe, positive and productive learning environments where all students/children are encouraged to participate.

Proficient teachers are team members. They work collaboratively with colleagues to seek out advice about educational issues affecting their teaching practice.

## **Characteristics of Proficient courses**

Courses for Proficient teachers need to address selected aspects within the priority areas by including content which is relevant to their specific teaching context, their experience and the learning requirements of the students/children they teach.

Focus	Aspects A course must address at least one aspect.	Mandatory Features A course must meet all mandatory features associated with the chosen aspect/s.	Related Standard Descriptors A course needs to enable teachers to meet at least one of these descriptors in their practice. Note that the Standard Descriptors are from the <i>Australian Standards for Teachers</i> .
<b>Developing understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</b>	<p>A-PT-1a Developing knowledge and understanding of similarities and/or differences between Aboriginal and/or Torres Strait Islander knowledge systems and Western knowledge systems, or other knowledge systems to which the teacher and students have access, e.g. knowledge sources, spiritualities, beliefs, values, kinship, cultural sensitivities.</p> <p>A-PT-1b Developing knowledge and understanding of the connections between Country/Place, family, story, and language for Aboriginal Peoples and/or Torres Strait Islander Peoples.</p> <p>A-PT-1c Developing knowledge and understanding of the histories, cultures, languages, societies, past events and contemporary experiences of Aboriginal Peoples and/or Torres Strait Islander Peoples.</p> <p>A-PT-1d Developing knowledge and understanding of past and present government policies and their impact on Aboriginal Peoples and Torres Strait Islander Peoples, and on history and society in Australia.</p> <p>A-PT-1e Developing knowledge and understanding of how media representations and personal histories and experiences shape and influence perceptions of Aboriginal and Torres Strait Islander Peoples, cultures and communities.</p> <p>A-PT-1f Developing knowledge and understanding of racism in relation to Aboriginal Peoples and how to implement anti-racism strategies.</p> <p>A-PT-1g Developing knowledge and understanding of the concepts of cultural safety and inclusivity, and</p>	<ul style="list-style-type: none"> <li>▪ Courses that include cultural content require the support of each Aboriginal community involved.</li> </ul>	<p>2.4.2 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>

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	<p>what it means to act in culturally appropriate ways to promote the cultural safety and inclusion of Aboriginal Peoples and/or Torres Strait Islander Peoples.</p> <p>A-PT-1h Developing knowledge and understanding of Aboriginal communities, such as the roles of Elders, Aunts and Uncles, community groups and organisations.</p>		
<b>Connecting with Aboriginal communities</b>	<p>A-PT-2a Developing understanding of appropriate strategies to establish and maintain respectful collaborative relationships with parents/carers of Aboriginal students/children regarding their children’s learning and wellbeing.</p> <p>A-PT-2b Developing knowledge and understanding of the verbal and non-verbal diversity between Aboriginal English and Standard Australian English, and the implications for communicating with students/children, parents/carers and the community.</p> <p>A-PT-2c Developing knowledge and skills in working in effective partnerships with Aboriginal communities using community consultation principles and protocols.</p>	<ul style="list-style-type: none"> <li>▪ Courses that include cultural content require the support of each Aboriginal community involved.</li> </ul>	<p>2.4.2 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>3.7.2 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.</p> <p>7.3.2 Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing.</p>

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<b>Developing teaching programs and learning experiences</b>	<p>A-PT-3a Developing knowledge, understanding and strategies to embed Aboriginal and Torres Strait Islander histories, cultures, knowledges and/or perspectives in teaching programs and learning experiences.</p> <p>A-PT-3b Developing knowledge and skills to select appropriate resources/materials related to Aboriginal and Torres Strait Islander histories, cultures, languages, knowledges and/or perspectives for use within teaching programs and learning experiences.</p> <p>A-PT-3c Developing knowledge of teaching strategies to implement teaching programs and learning experiences with understanding and respect for Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p>A-PT-3d Developing knowledge, understanding and strategies to incorporate Aboriginal and/or Torres Strait Islander authored or endorsed publications, and those that give insights into the diverse cultures and experiences of Aboriginal and/or Torres Strait Islander Peoples in teaching programs and learning experiences.</p>	<ul style="list-style-type: none"> <li>▪ Courses that include cultural content require the support of each Aboriginal community involved.</li> <li>▪ Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes.</li> </ul>	<p>1.4.2 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</p> <p>2.4.2 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>

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<b>Implementing teaching strategies to support the learning of Aboriginal and Torres Strait Islander students/ children</b>	<p>A-PT-4a Developing knowledge and skills in using evidence-based teaching strategies to support Aboriginal and Torres Strait Islander students/children in their literacy achievement.</p> <p>A-PT-4b Developing knowledge and skills in using evidence-based teaching strategies to support Aboriginal and Torres Strait Islander students/children in their numeracy achievement.</p> <p>A-PT-4c Developing knowledge and skills in using evidence-based teaching strategies and classroom management to support the learning and achievement of Aboriginal and Torres Strait Islander students/children.</p>	<ul style="list-style-type: none"> <li>▪ Courses that include cultural content require the support of each Aboriginal community involved.</li> <li>▪ Course content must address the content and skills of one or more identified syllabus, or the EYLF principles, practices and outcomes.</li> <li>▪ Course content must be specific to the learning strengths and needs of Aboriginal and/or Torres Strait Islander students/children.</li> </ul>	<p>1.4.2 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</p> <p>2.5.2 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement</p> <p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p>
<b>Supporting the aspirations of Aboriginal and Torres Strait Islander students/ children</b>	<p>A-PT-5a Developing knowledge and skills in using strategies in collaborating with individual Aboriginal and/or Torres Strait Islander students/children and their parents/carers, to set personalised learning goals, and to ensure individualised strategies for learning progress are realised.</p> <p>A-PT-5b Developing knowledge and understanding of Aboriginal and Torres Strait Islander students'/children's range of experiences and circumstances, such as connection to family, culture and community, intergenerational trauma and its effects, and strategies to support the further development of cultural identity and resilience.</p>	<ul style="list-style-type: none"> <li>▪ Courses that include cultural content require the support of each Aboriginal community involved.</li> <li>▪ Course content must be specific to the learning strengths and needs of Aboriginal and/or Torres Strait Islander students/children.</li> </ul>	<p>1.4.2 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</p>