

SESSION 1 – WEDNESDAY 22 MAY 2013

SESSION 1A

LEARNING ENGAGEMENT & ACCESS THROUGH THE CROSS-CURRICULUM PRIORITY - ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES & CULTURES

PRESENTERS: Georgina Kadel, Mary McMurtie, Carmen Franks-Weier, Melinda Mitchell & Lauren Arrell

FOCUS: ENGAGEMENT & CONNECTIONS P-12

The Melbourne Declaration encourages schools to build on local cultural knowledge and experience of Indigenous students as a foundation for learning. Working in partnership with local communities on the Cross Curriculum Priorities; Aboriginal and Torres Strait Islander Histories and Cultures is integral to all young Australians in developing a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures and their significance to Australia. For many Indigenous students this Priority provides a significant connector to the curriculum enabling the Australian Curriculum to be the vehicle for learning for all students.

Many Aboriginal and Torres Strait Islander students bring to the classroom their individual family history and cultural connectedness to Australia which may not be the local history in which they are living or attending school. To include individual stories and also incorporate a local perspective poses a challenge for teachers. This identified a need for a localised suite of resources with explicit links to the curriculum across all learning areas as a way of value adding to teacher planning when embedding this Cross Curriculum Priority. The purpose of this project was to make relevant and authentic local information readily available, endorsed by local people and related to the Country on which the school is situated. The use of a discernment process as a pivotal part of the resource also allows teachers to align the intended learning to appropriate resources.

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| | <p>Workshop participants will gain a valuable insight into the processes and ongoing development used to establish a locally responsive and fluid resource bank which covers four Aboriginal language groups across BCE School Services North region. Having a shared knowledge about local Indigenous history and accessing support from local community enables Aboriginal and Torres Strait Islander students to become personally connected to the learning and for all students to have a deeper appreciation of the local Indigenous history.</p> |
| <p>SESSION 1B</p> | <p style="text-align: center;">PARENTS ARE DEADLY</p> <p>PRESENTERS: Connie Koch & Jayde Mills FOCUS: ENGAGEMENT & CONNECTIONS PRIMARY</p> <p>Our area of interest is creative ways to engage families in their children’s education. We have developed a Parents’ Forum to advise appropriate cultural protocol. Families and students have their own space and place, the Deadly Ulurum. The school is developing a Sacred Space and Bush Tucker garden. Parents have felt empowered to become involved in school life through cooking for the Community Days, facilitating the Aboriginal playgroup, teaching and mentoring the P-4 girls’ group, painting a school wide mural, performing on special occasions, parent representative on the Community Partnerships Committee and P&F, filming, Harmony Day, NAIDOC and Family Fun Day amongst others.</p> |
| <p>SESSION 1C</p> | <p style="text-align: center;">HOOKED ON FISHING</p> <p>PRESENTERS: Lillian Miller & Geraldine Norris FOCUS: NUMERACY PRIMARY</p> <p>Showcasing the design and implementation of mathematical resources for classroom discourse in ways that promote the investigation and growth of mathematical ideas.</p> |
| <p>SESSION 1D</p> | <p style="text-align: center;">READY SET GO</p> <p>PRESENTER: Shelley Major FOCUS: TRANSITIONS SECONDARY</p> <p>The aim of this workshop is to examine the focus area of <i>Pathways to Real Post School Options</i> as outlined in the Aboriginal and Torres Strait Islander Education Action Plan.</p> <p>The workshop will look at the initiatives and strategies that are being implemented in the Cairns and Rockhampton Dioceses, which are being used to close the gap in the Year 12 attainment rates and employment outcomes. These include the appointment of a dedicated officer to carry out transition and career duties, case management of students, camps, expos and youth mentoring programs and the use and collection of data.</p> <p>Workshop participants will have the opportunity to explore and share ideas and strategies working within their own organisations. Through a series of</p> |

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interactive activities, workshop attendees will share and brainstorm ideas to use in their own schools/organisations to assist in closing the gap.

SESSION 1E

SHARING OUR JOURNEY

PRESENTERS: Gerry McCarthy, Tobias Nganbe, Miriam Rose Baumann, Imelda Palmer and Julianne Willis

FOCUS: ENGAGEMENT AND CONNECTIONS, LEADERSHIP AND WORKFORCE DEVELOPMENT

Using the conference theme: *“Heart, Mind and Spirit – Continuing our Journey”*, representatives from the Indigenous Catholic Community Schools, Catholic Education Northern Territory Leadership Team will present how they have been *Sharing their Learning Journey* as an ongoing systemic inquiry strategy for nurturing the growth of new futures for our indigenous catholic community schools.

This presentation will focus on the following identified priority areas:

- Engagement and connection
- Leadership and Workforce Development

Essentially, rather than *working to close the gap in educational outcomes for Aboriginal and Torres Strait Islander children and young people*, our work seeks to *‘find the pearls within’* all of us and to use these pearls as a platform for building success for our children, young people and community. Using appreciative inquiry as an overall methodology for achieving step change in our schools, our indigenous and non-indigenous leaders will share how they are working together on across school agendas and individually in their different contexts to: *build respect and trust to empower ICCS Indigenous Leaders to own the future foundation of guidance and direction in achieving educational outcomes for all our students.*

SESSION 1F

AN EXPLICIT IMPROVEMENT AGENDA - ABC

PRESENTERS: Simon Cotton, Principal – Yarrabah State School

FOCUS: ENGAGEMENT & CONNECTIONS, LEADERSHIP AND WORKFORCE DEVELOPMENT, QUALITY TEACHING

Yarrabah State School has developed an Explicit Improvement Agenda – ABC to focus the school on its core priority of ‘Closing the Gap’ in indigenous education. A – Attendance, B- Behaviour, C – Curriculum are the core strategies of Yarrabah State School. The leadership team have developed strategies to increase student attendance and parent and community engagement, behaviour management and appropriate curriculum for ESL learners and users. Reading programs are embedded in all areas of the school and students are Benchmarked regularly to track Individual student progress and to predict and set targets for students. All classes are streamed using student performance data and locally employed staff are provided with PD to deliver specific learning programs and track their student data.

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SESSION 2 – THURSDAY 23 MAY 2013

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| SESSION 2A | <p style="text-align: center;">OUR JOURNEY DEVELOPING OUR RAP</p> <p>PRESENTERS: Patricia Galea, Gracey McGrath, Margaret Connors, Krystal Beazley</p> <p>FOCUS: ALL</p> <p>The Indigenous Education team from School Services South will share the journey of developing a Reconciliation Action Plan (RAP) from the initial data gathering phase until the RAP was completed. They will discuss the various challenges and surprises along the way from a personal and professional perspective.</p> |
| SESSION 2B | <p style="text-align: center;">CHERBOURG POLICE RANGERS – ST JOSEPH’S SCHOOL, MURGON</p> <p>PRESENTER: Eric Law & Shirley Law</p> <p>FOCUS: ENGAGEMENT & CONNECTIONS PRIMARY</p> <p>The Cherbourg Junior Ranger Program (CJRP) is a joint program between St Joseph’s School Murgon and the Queensland Police Service (QPS)– Cherbourg Station. This program is the only one of its kind in Queensland – there is a similar program at Katherine in the Northern Territory. Statistics from the QPS suggest that the community of Cherbourg is being challenged in the area of youth justice and crime prevention. To improve this situation, the local QPS Area decides that a CJRP could be one tool to help in the improvement of youth justice. The program has been going for about eighteen (18) months. The CJRP involves both members of the QPS and staff from St Joseph’s Murgon. This program is only offered to Indigenous students from Grade 4 to 7. CJRP meets every Wednesday afternoon for two hours. Topics covered in this time are divided into three (3) sections – Cultural, Community and Policing. The aim of the CJRP is not only to improve the relationship between Police and the Aboriginal community but it also encouraging young Indigenous people to</p> |

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| | <p>make good choices. The Cultural component of CJRP covers activities such as artefact production, dancing, storytelling and working with Elders. A central component of the Cultural section is working with the Murri Rangers to improve the cultural sites on Bunya Mountain. The Community part of CJRP has seen the Police Rangers working on the local Cherbourg Catholic Church (which is 50 years old this year!) and the Cherbourg War Memorial. Policing component is covered by Police drills and the various tasks that Police carry. One of the most positive aspect of CJRP has been the decrease in the CJRP's family members coming into contact with the Police. There has also been an improvement in the conduct of CJRP members in their normal school day activities. In closing, the CJRP received an award from the Commissioner for Crime Prevention this years – only four (4) of this are presented each year throughout Queensland.</p> <p>This session will also explore the journey with Parent Forums identified in the Action Plan.</p> |
| <p>SESSION 2C</p> | <p>VISIBLE THINKING STRATEGIES TO PROMOTE WRITING & LITERACY DEVELOPMENT FOR INDIGENOUS LEARNERS</p> <p>PRESENTER: Dr Anne Drabble FOCUS: LITERACY PRIMARY</p> <p>Indigenous students in primary classrooms are generally willing to engage in classroom conversations and participate in group discussions. Their communicative contributions can be viewed as natural extensions of the oral tradition Indigenous students are familiar with. For the classroom teacher, these communicative contributions can be used as a wonderful opportunity to gauge student thinking and form a framework for extending oracy and literacy learning. However, a difficulty experienced by many Indigenous learners is the articulation of oral communication into written communication. Creating narrative texts may be the easiest for Indigenous learners because they can rely on the textual features of storytelling that they are culturally accustomed to. However, creating texts such as persuasive, argumentative and expository texts can be a real struggle and result in disengaged writers.</p> <p>This workshop has a practical focus and aims to provide teachers with strategies they can implement in their classrooms to support Indigenous learners with their writing skills and promote literacy development.</p> |
| <p>SESSION 2D</p> | <p>AUSTRALIAN CURRICULUM CROSS CURRICULUM PRIORITY (CCP):ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES & CULTURES</p> <p>PRESENTERS: Noel Curran FOCUS: ENGAGEMENT & CONNECTIONS PRIMARY AND SECONDARY</p> <p>As a proud Mithaka descendant, Noel was born in Townsville and travelled extensively throughout the state as a student, where he had the opportunity to live in some of the most diverse environments and communities within the state of Queensland, and finally settled in the city of Rockhampton. He</p> |

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| | <p>completed my high school studies and attended the local university CQ University where He attained 3 university qualifications. He is a trained secondary trained teacher, whose teaching area's encompasses three fields of study; Business studies, Mathematics, Health and physical education. He spent the last 8 years working in the state system.</p> <p>In his current role he is the Co-ordinator for the Sporting Chance program. As well as supporting 10 schools in the Townsville Catholic Diocese, to improve educational outcomes for Indigenous students.</p> |
| <p>SESSION 2E</p> | <p style="text-align: center;">CLASSROOM PROFILING: WHAT IS IT AND WHAT CAN IT DO FOR ME AND MY SCHOOL?</p> <p>PRESENTER: Mark Davidson FOCUS: PRIMARY</p> <p>Classroom Profiling is a confidential non-judgmental coaching process that enables teachers and schools to reflect on the strategies and techniques they use to build and enhance the relationship between teacher and student. The process involves a trained Profiler observing a teacher working with their students then a reflection session occurs to discuss the information collected. Utilizing a coaching methodology, the teacher is profiled several times over the year so that they can see their journey. Classroom Profiling will maintain and develop quality teachers.</p> <p>At a school level, the data is collated with total confidentiality to provide a 'picture' of the school's strengths and areas to work upon. The school is also able to compare data with 'like schools' to see its journey in relation to managing student behavior and building quality teachers.</p> <p>Any school or class can be profiled including Responsible Thinking schools, Glasser schools, Special Needs classes, LOTE, etc.</p> <p>760 Profilers are trained around the state and they include teachers, Behaviour Support personnel, Guidance Officers, Heads of Departments, Heads of Curriculum, Deputy Principals and Principals.</p> <p>Training to be a Classroom Profiler requires three days (four if ESCM is not a skill). It is possible to do a further three days to become an Advanced Classroom Profiler and it is also possible to become a trainer.</p> |

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**SESSION
2F**

**PROCESS DRAMA: A MEANS TO INFORM INDIGENOUS SPIRITUALITY &
INTERCONNECTEDNESS**

PRESENTER: Carmen Franks- Weier & Adam Weier

FOCUS: INDIGENOUS SPIRITUALITY (P-12)

Our mission as given to us by the Church is to engage the heart, mind and spirit of our students. We are asked to educate the whole person. When it comes to Indigenous Spirituality, we will need to engage with all students. To enable them to experience the world through the eyes of another to help them to appreciate Aboriginal and Torres Strait Islander culture, people and spirituality.

Process Drama is means to achieve this. It ensures that participants are able to experience the role of the other in the safety of an encouraging and supportive environment. Process Drama is not created to be viewed; it is made with and for the participants. It is experiential learning; that facilitates the participants to learn through doing and being.

Aboriginal and Torres Strait Islander spirituality encompasses a vast range of peoples and cultural ideals. By involving the participants in the action of walking the journey of an Indigenous person, we encourage a change in perspective. Through taking on the role of the other, the participants can continue their journey to broaden their heart, mind and spirit.

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Heart, Mind and Spirit - Continuing our Journey

22nd - 24th May 2013, Hilton Cairns

SESSION 3– THURSDAY 23 MAY 2013

Session 3A

KOORANA TO KORRALBO - THE CLAVER JOURNEY

PRESENTERS : Brad Jarro & Amy Fatialofa

FOCUS: ENGAGEMENT & CONNECTIONS SECONDARY

St Peter Claver College provides a Cultural Department that supports our Indigenous students and families in all aspects of life. The department consists of 2 teachers and 5 support staff dedicated to supporting our Indigenous students and families. The department works very closely with the College's Academic and Pastoral teams to provide specific support for our Indigenous students and families.

The conference theme: "Heart, Mind and Spirit – Continuing our Journey", will form the basis of our presentation. We will detail the journey we have taken as a Cultural Department over the past five years. There have been significant changes of staff within the department over this period which has changed the direction and focus of the support being provided. We will provide practical examples of the types of pastoral, cultural and educational support offered to our Indigenous students and families in recent years. We will also discuss our whole school approach to Indigenous education which targets both our Indigenous and non-Indigenous students.

Highlights of our Indigenous student achievement in recent years include very high attendance and retention rates, high representation in College leadership positions, all students at or above the State mean in all NAPLAN results for Indigenous students and a high percentage of graduating students moving onto higher education, apprenticeships and traineeships or full-time work.

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Session 3B

ROLEM

PRESENTERS: Elizabeth Warren, Eva DeVries, Danielle Armour

FOCUS: Numeracy PRIMARY

The key to success in implementing numeracy initiatives in Indigenous communities entails three core elements: effective numeracy initiatives that align with Indigenous pedagogy and beliefs, quality teaching and capacity building of Indigenous Education Workers, and working together through partnerships, networks and shared leadership.

RoleM is a four year longitudinal DEEWR funded project now entering its second year of implementation. The project consists of three interlocking arms, reflecting the three core elements. This session shares features of these arms that are crucial to the success of RoleM and maintaining its momentum. The evidence gathered to date show:

- A significant increase in young Indigenous students engagement and learning in mathematics
- A significant movement towards closing the gap between Indigenous and non-Indigenous students numeracy outcomes
- A more confident teacher workforce that is setting high expectations for their young Indigenous students
- An substantive increase in the number of Indigenous Education Workers engaging in formal education pathways
- Principals that are supportive of RoleM and who are putting in place measures to ensure its long term sustainability
- A move towards models of shared leadership and collaborative partnerships

Some major outcomes to date are:

1. The development of Mathematics programs (including activities, ipad apps, snapshots of effective teaching, and written materials) for Prep and Year 1 that align with the National Mathematics Curriculum and reflect Indigenous styles of learning.
2. Pre-prep and kindergarten Mathematics materials that give young Indigenous students a strong start to school
3. A workforce of Indigenous Education Workers who are substantially contributing to student learning and providing positive pathways for young Indigenous students
4. Young Academics who are committed to positively contributing to our knowledge about Indigenous communities and Indigenous student learning

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| <p>Session 3C</p> | <p>DIFFERENTIATION: SUPPORT STRATEGIES FOR STUDENTS WITH DIVERSE LEARNING NEEDS</p> <p>PRESENTERS: Katrina Hamlyn & Dot Shea FOCUS: PRIMARY</p> <p>This session is developed for classroom teachers and is aimed at all year levels. It incorporates practical classroom based strategies on how to make Curricular, Instructional and Environmental adjustments to support diverse learners in a mainstream classroom. The session also offers strategies to cater for various learning styles in classroom.</p> |
| <p>SESSION 3D</p> | <p>BUILDING A HIGH EXPECTATIONS RELATIONSHIPS SCHOOL CULTURE – DON'T LEAVE SCHOOL IMPROVEMENT TO CHANCE!</p> <p>PRESENTERS: Michael Hanson FOCUS: LEADERSHIP PRIMARY</p> <p>Michael's presentation will focus on a set of strategies that have proven to be successful at Cairns West State School. It will use the premise that there is:</p> <ul style="list-style-type: none"> • A Clear Vision – Shared, known and owned by the school team and community • Data driven – The Vision is evidence based • People focused – levels of Commitment & ownership <p>The Context of Cairns West State School: Cairns West State School has an enrolment of approximately 650 students with 450 (69%) identifying as Aboriginal and/or Torres Strait Islander. It is situated in the suburb of Manunda and draws its students from some of the most disadvantaged suburbs in Australia, outside of the Discreet Indigenous Communities.</p> <p>The presentation will specifically focus on three elements. These include:</p> <ul style="list-style-type: none"> • Academic Success Guarantee – a signed partnership between the school and the parent/carer. • Individual Case Management of Student Performance – What does that look and feel like, how is this achieved? • The next step – Teacher Coaching, Explicit Teaching Model, Audit of Explicit Teaching Lessons <p>There will be time at the end of the presentation to ask questions, share ideas and further explore elements of the presentation.</p> |

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| <p>SESSION 3E</p> | <p>MAYBE IT'S NOT WHAT WE TEACH BUT HOW: ABORIGINAL PEDAGOGIES</p> <p>PRESENTERS: Coral Way, Trish Baird & Phillipa Johnson FOCUS: QUALITY TEACHING PRIMARY</p> <p>Many teachers are uncomfortable in including Indigenous perspectives in their teaching practice. They may feel threatened in engaging with Indigenous content because they don't know the rules. They fear offending people or saying something that's not right. These are valid issues.</p> <p>However, with the advent of the Australian Curriculum with the cross curricular priority of Aboriginal and Torres Strait Islander histories and cultures, Indigenous Perspectives are an integral part of the curriculum and can no longer be avoided. Perhaps the solution to this quandary lies in the "how" and not the "what" that we teach; using processes and protocols, not just content. When we focus on "how" rather than "what", we are teaching <i>through</i> culture. The common ground between Aboriginal and western pedagogy gives us a safe entry point for Indigenous perspectives.</p> <p>The Aboriginal Pedagogies framework was formulated from a research project involving DET staff, James Cook University's School of Indigenous Studies and the Western New South Wales Regional Aboriginal Education Team between 2007 and 2009. This workshop will introduce participants to the framework and looks at the common ground between it and best mainstream practice.</p> |
| <p>SESSION 3F</p> | <p>OUR TOOWOOMBA JOURNEY</p> <p>PRESENTERS: Bill Smith, Nicole Booth, John Colwell & Julie Regan FOCUS: TRANSITIONS</p> <p>Join us as we take you on three very unique journeys with our Aboriginal and Torres Strait Islander students and their families within the Toowoomba Diocese</p> <ul style="list-style-type: none"> • A journey with the Gungurri people of Mitchell. Here the staff of St Patrick's, in consultation with the Gungurri Elders have introduced the Gungurri Language as their LOTE Curriculum in line with QSA • A journey with our young people in Toowoomba. The Youth and Community Learning Centre under their motto " Together We Care and Grow" offer an alternate school model which caters for disengaged young Indigenous people and supports them towards a more successful future. • A journey with our Mini Murris. An early intervention program for Indigenous children (3-5 years) and their parents/carers to better equip them for a successful start to formal schooling. |

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6th Queensland Aboriginal and Torres Strait Islander Catholic Education Conference

Heart, Mind and Spirit - Continuing our Journey

22nd - 24th May 2013, Hilton Cairns

SESSION 4 – FRIDAY 24 MAY 2013

SESSION 4A

OUR JOURNEY SO FAR

PRESENTER: Rachel Kilby & Rob Canning

FOCUS: Transitions - School Readiness, Primary to Secondary, Post School P-12

Two years ago, some strategies were needed to extend awareness of Aboriginal and Torres Strait Islander perspectives from the early years in the P-7 grade range, where such opportunities had existed for some time, to provide students in the secondary levels of the school as well with opportunities to a) be aware of their own culture and b) have a greater appreciation of the traditional cultures which continue to exist today. Impediments to these goals were identified as: a lack of co-ordination across the school, uneven resource and time opportunities and inefficient lines of communication. A holistic approach was needed.

A focus group was established with P-12 staff to liaise with BCE and put together a plan of action to ensure that Aboriginal and Torres Strait Islander awareness received a higher priority for both the staff and student population. Steps were made to allocate resources to address this issue.

Some of the achievements to come out of this included a higher profile and whole school approach to NAIDOC day celebrations, joining the Dare to Lead Community, the appointment of an Aboriginal Artist in Residence, the naming and highlighting of the Community Centre as a gathering place in both the tradition of the original land inhabitants and the patron of the school.

Many projects are in the works including a Leadership Program, Bush tucker Garden and continual planning of celebrations around major dates on the Aboriginal and Torres Strait Islander calendar. A whole-of-school approach is seen as the key to further progress.

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| <p>SESSION 4B</p> | <p style="text-align: center;">MOG-WI-DAN NUDGE</p> <p>PRESENTER: Yvonne O’Neill & David Johnston FOCUS: ENGAGEMENT & CONNECTIONS SECONDARY</p> <p>Mog-wi-dan is the Jagera word for “story”. The Jagera people are the traditional custodians of the land situated in the Brisbane City area. One of the main focuses of Mog-wi-dan Nudgee is to encourage and provide the tools for Nudgee College Indigenous students to better understand their own mog-wi-dan, the mog-wi-dan of their clan and other indigenous people so that they improve their cultural capabilities and to use that knowledge wisely and equally for the benefit of his community as well as all the other communities.</p> <p>The young indigenous boys at Nudgee College are walking the learning tracks of a western based culture and accumulating knowledge that will enable them to learn and respect the knowledge of all people and to use that knowledge wisely and equally for the benefit of his community as well as all the other communities. Not all Indigenous boys are aware of their own Mog-wi-dan and so may not hold the knowledge of their own cultural identity. Local indigenous elder, Aunty Julie, suggests that this needs to be addressed and encourages all indigenous people to be culturally capable. To have a deep understanding of their traditional mog-wi-dan. Be proud of their ancestors, elders and themselves and know that many indigenous people have sacrificed much to ensure that future generations can have more. This presentation will demonstrate how we are achieving this balance at St Joseph’s Nudgee College through a range of diverse and unique programs.</p> |
| <p>SESSION 4C</p> | <p style="text-align: center;">LITERACY IS LIFE CHOICES: TOWARD EFFECTIVE LITERACY TEACHING PEDAGOGY FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS</p> <p>PRESENTERS: Jenny Wills & St Michael’s Staff, Palm Island FOCUS: LITERACY PRIMARY</p> <p>While many Aboriginal and Torres Strait Islander students achieve at an age appropriate level, many schools also struggle to deliver effective pedagogy for Indigenous students, one that accelerates students’ understanding of written academic Standard Australian English. Often what works for mainstream students, especially a narrow focus on phonics based approaches and artificial readers, (and, continuing to repeat these approaches as students go up in grades, even if they has failed in the past) does not work for many Indigenous students. The session will explore <i>Accelerated Literacy (AL)</i> pedagogy and how it has informed our understanding about literacy teaching, especially for culturally, linguistically and socially diverse students. <i>Accelerated Literacy</i> is a teaching pedagogy, a way classroom teachers can use age appropriate quality texts to teach the English curriculum to a diverse</p> |

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| | <p>class of students. It has evolved from twenty years of research in Aboriginal communities and is used all over Australia, both in community and urban schools.</p> <p>The case study of St Michael's Catholic primary school, Palm Island will also be presented to discuss:</p> <ul style="list-style-type: none"> • The effectiveness and sustainability of AL as a whole school approach to literacy P-7 • The professional development needed to support such an approach. |
| <p>SESSION 4D</p> | <p style="text-align: center;">CELEBRATING THE JOURNEY INTO CATHOLIC EDUCATION EMPLOYMENT - WE EACH COME WITH OUR OWN STORY TO SHARE!</p> <p>PRESENTERS: Glennys Maugeri, Kylie Sabatino, Myree Sam, Cecelia Davi & Richard Ketchell FOCUS: WORKFORCE DEVELOPMENT PRIMARY</p> <p>This workshop will follow the journey followed by a number of individuals as they came to be employed by Cairns Catholic Education. They will share their trials and tribulations, their fears, the celebrations, their learnings and encouragement for others to follow similar pathways. We follow the journeys from parent to volunteer to school officer to teacher, from cleaner to school officer to OSHC traineeship, from personal trainer to student mentor, from daycare group leader to teacher. Each story is unique but there are many common threads that we can all learn from and be inspired by.</p> |
| <p>SESSION 4E</p> | <p style="text-align: center;">SCHOOL LEADERS OF ABORIGINAL & TORRES STRAIT ISLANDER EDUCATION: WHAT ARE PEOPLE SAYING ABOUT THEM?</p> <p>PRESENTERS: Lyndall Hill FOCUS: LEADERSHIP</p> <p>The Dare to Lead project has been invited by more than 600 schools nationally to facilitate a 'Snapshot': an independent, external look at what is happening in a school to support its Aboriginal and Torres Strait Islander students, and Reconciliation. This colleague-to colleague process is taking place in all parts of the country and in all systems. This workshop looks at what we're seeing and hearing from school communities about what makes a 'good leader' In Aboriginal and Torres Strait Islander education; it includes some workshop activities.</p> |

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**SESSION
4F**

AUSTRALIAN CATHOLIC UNIVERSITY

PRESENTER: Pr Nereda White & Jane Ceolin

FOCUS: TRANSITIONS

Further information to be provided shortly.

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