**The L5 Frame - An Indigenous focus**

**How do school leaders demonstrate the L5 propositions?**

This document is to be used in conjunction with the [APAPDC L5 School Leadership frame: an Indigenous focus booklet](http://www.daretolead.edu.au). Copies of the [School Leadership frame: an Indigenous focus booklet](http://www.daretolead.edu.au) can be downloaded from the Dare to Lead website: [www.daretolead.edu.au](http://www.daretolead.edu.au). Copies are also distributed within some Dare to Lead professional development workshops.

The statements below are ideas for school leaders to consider in demonstrating their leadership within Indigenous education.

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<th>Proposition One</th>
<th>Leadership starts from within</th>
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<td><strong>Statement</strong></td>
<td>School leaders demonstrate this by:</td>
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| 1. Value and acknowledge Indigenous culture | a. knowing and acknowledging the traditional nation their school is built on  
b. knowing and acknowledging the local Elders and their family connections  
c. knowing the local community and their extended family connections  
d. using ‘Acknowledgement of Country’ protocols on a regular basis  
e. inviting local Elders to perform ‘Welcome to Country’  
f. inviting the local community to provide cultural experiences in the school  
g. ensuring that both the Aboriginal and Torres Strait Islander flags are flown  
h. knowing the local traditional sites of significance  
i. building a strong Indigenous resource collection in the school library  
j. engaging local artists to work in the school  
k. using the cultural strengths of students to build curriculum capacity and relevance  
l. having a strong understanding of local contemporary issues |                  |
| 2. Have a strong commitment to improving outcomes for Indigenous students | a. believing that all Indigenous students can achieve in all facets of school life  
b. sharing the belief that high expectations for Indigenous students leads to successful education programs, participation and engagement  
c. being accountable and responsible for Indigenous student achievement  
d. implementing individual student learning plans  
e. consulting with the local community on all facets of work with and for Indigenous students  
f. providing strategic professional development for teachers to improve their classroom practice, pedagogy and understanding of Indigenous students and communities |                  |
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| 3. Continue to explore their own feelings about racism, social justice and equity | a. researching the facts around perceptions generally held about Indigenous communities  
   b. understanding the welfare needs of some Indigenous students and families  
   c. showing understanding and respectful compassion for students in need  
   d. providing resources for students to participate in education  
   e. having an active anti-racism policy in place  
   f. ensuring staff are trained in anti-racism policies  
   g. engaging in discussions with the Indigenous community about school policies |                                                                                                                                                                                                                                                                 |
| 4. Are honest about their own beliefs and attitudes towards Indigenous Australians | a. researching the local Indigenous history and culture  
   b. engaging in regular dialogue with the local community  
   c. keeping up to date with local and national Indigenous issues  
   d. discussing with Elders and Indigenous workers their perceptions and understandings  
   e. expressing their thoughts openly to the Indigenous community and accepting their replies in an open and honest fashion |                                                                                                                                                                                                                                                                 |
| 5. Understand that leadership in Indigenous education requires sensitivity, persistence and belief in their ability to make a real difference | a. sharing leadership decisions with the community  
   b. holding high expectations of success for all Indigenous students  
   c. developing their ideas with community before decisions are made  
   d. working with the community to support students  
   e. using their learned knowledge of students and their culture to inform their decisions within the school situation  
   f. expecting all staff to share the responsibility of student learning |                                                                                                                                                                                                                                                                 |
### Proposition Two

**Leadership is about influencing others**

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<th>Statement</th>
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| 1. Listen to and act on community input | a. developing a process to obtain genuine community input  
   b. implementing community developed programs within the school  
   c. having an Indigenous community member on the school’s Indigenous Education committee  
   d. having regular feedback sessions with the local Indigenous community  
   e. forming a Parent School Partnerships Initiative (P SPI) school/community committee for funding submission planning | |
| 2. Build quality relationships within the school community | a. visiting families in the community  
   b. holding meetings and events in the community  
   c. giving the community control of NAIDOC and Reconciliation week activities  
   d. enlisting the support of Indigenous staff to assist develop relationships with community members  
   e. meeting regularly with local Elders and community leaders  
   f. knowing the role and staff of local Indigenous organizations | |
| 3. Work strategically with the knowledge that relationships within and between the school and Indigenous community can be complex | a. inviting local community members to address staff meetings  
   b. having an understanding of the cultural background of the community  
   c. having an understanding of the various family groupings in the community  
   d. researching the past history of the school and its relationships with the local Indigenous community  
   e. having an understanding of the early contact history of the local area | |
| 4. Promote the importance of protocols such as *Acknowledgement of Country*, Respect for Elders, flying the Indigenous flags and inviting Indigenous representatives … | a. participating in a regular ‘Acknowledgement of Country’  
   b. using Elders to complete ‘Welcome to Country’ at school events  
   c. flying both Aboriginal and Torres Strait Islander flags  
   d. celebrating NAIDOC week activities  
   e. commemorating Reconciliation week  
   f. commemorating Harmony week  
   g. ensuring all staff are trained in protocols and understand their significance to Indigenous people | |
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| 5. Develop communication skills and processes that are respectful, engaging, and inclusive of their local Indigenous community | a. working collaboratively with Indigenous community committees and representatives  
b. understanding the cultural protocols of the local community  
c. having met local Elders from all family groupings within the local community  
d. being available to the community in their meeting places  
e. acting on community input, ideas and concerns                                                                                                                                                                                                                      |                                                                                                                                 |
| 6. Are aware of the perceptions and beliefs held by the Indigenous community about the title and role of the school principal | a. understanding that trust and respect are earned and not bestowed by the title “Principal”  
b. building a trusting relationship with the Indigenous community  
c. sharing the leadership role with community members, leaders and Elders  
d. demonstrating a willingness to listen to community advice and be open to criticism and change  
e. acting on community advice and input                                                                                                                                                                                                                       |                                                                                                                                 |
| 7. Model inclusive practices                                              | a. including all children in all facets of school life  
b. ensuring that Indigenous students are included in gifted and extension programs  
c. ensuring that Indigenous children are not over represented in “special education” settings  
d. ensuring that children are treated as individuals  
e. making sure that all staff have high expectations of Indigenous students which allows their participation in all facets of school life                                                                                                                                                                                                 |                                                                                                                                 |
| 8. Are aware that in addition to inviting Indigenous parents and families into the school, leaders need to go out into the community and connect with community members on their terms | a. holding meetings in community venues  
b. regularly meeting with families on “good news” visits  
c. having a regular meeting place for Indigenous parents in the school grounds  
d. connecting with community leaders and Elders  
e. using Indigenous Education Workers as a conduit into the community  
f. ensuring that staff have regular meeting opportunities with parents and the wider community  
g. ensuring that Parent/Teacher interviews are offered off site                                                                                                                                                                                                                                                    |                                                                                                                                 |
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| 9. Establish an effective collegial network                               | a. being an active member of their Dare to Lead Action Area  
  b. working with feeder/neighbouring schools on joint projects and employment strategies  
  c. consulting regularly with the local Indigenous Education Consultative Board (IECB) and/or community leaders  
  d. applying for joint school Parent School Partnerships Initiative (PSPI) and other funding grants  
  e. making contact, with and using the advice of, sector based Indigenous support staff e.g. consultants/advisors                                                                 |                                                                                                                                                                                                                                                                                                   |
| 10. Clearly articulate and document the school’s directions and priorities in Indigenous education | a. engaging the community in the development of management plans  
  b. engaging the community in developing submissions  
  c. engaging the community in evaluating student and program achievement  
  d. having a clearly defined Indigenous perspective in all curriculum areas and plans  
  e. having a clearly defined strategic plan to improve learning outcomes for Indigenous students                                                                 |                                                                                                                                                                                                                                                                                                   |
| 11. Ensure that Indigenous education is the responsibility of all school staff – not solely Indigenous staff   | a. arranging cultural awareness and competency training for all staff, including non-teaching positions  
  b. following up all reported incidents of racism  
  c. ensuring that all new staff are inducted concerning the school’s responsibilities and commitment to Indigenous education  
  d. including an Indigenous voice on school parent committees, curriculum committees and planning / evaluation committees  
  e. inviting local Elders and community members to provide cultural awareness and competency training to all staff                                                                 |                                                                                                                                                                                                                                                                                                   |
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| 1. Ensure that all staff and students develop an informed understanding of Australia’s Indigenous peoples and cultures, and the importance of the Reconciliation process | a. providing appropriate staff training in contemporary Indigenous culture and history  
b. providing appropriate staff training in traditional Indigenous culture and history  
c. ensuring a comprehensive coverage of traditional Indigenous culture and history in all curriculum areas  
d. ensuring a comprehensive coverage of contemporary Indigenous culture and history in all curriculum areas  
e. developing a school tradition of commemorating Reconciliation week, NAIDOC and Harmony Day  
f. inviting local community to be an integral part of curriculum development around the concept of Reconciliation  
g. ensuring units of work based on the Stolen Generation are included in school studies | |
| 2. Actively promote contact between Indigenous and non-Indigenous staff and students. | a. inviting Elders to present at staff meetings  
b. inviting Indigenous community members to be a part of class lessons  
c. adopting members of the local Indigenous community as mentors and role models  
d. employing local community members within the school in a range of positions  
e. using the DEST Ambassadors program to engage a wider community audience in the school | |
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| 3. Employ Indigenous staff in a range of responsibilities across the school.| a. employing Indigenous community members in non-designated positions across the school  
b. employing Indigenous mentors and role models  
c. paying community members for their expertise used in the school  
d. using traineeships, retraining programs and cadetship to extend the employment of Indigenous community members in the school  
e. advertising school based vacant positions in local, state and national Indigenous media e.g. *Koori Mail* and *Indigenous Times*  
f. providing resume-writing courses for Indigenous community members  
g. applying for the appointment of Indigenous staff to vacant positions as appropriate  
h. making sure that appropriate training is given to all Indigenous staff working with children |                                                                                                          |
| 4. Understand Indigenous students will learn better when they experience a holistic “whole-student” approach to health and wellbeing. | a. empowering Indigenous student decision making in the school  
b. linking student mental health and wellbeing to teacher expectation and curriculum demands  
c. putting in place nutritional programs for students in need  
d. working with staff on the development of caring relationships and mentor programs  
e. developing processes to regularly meet with other agencies to discuss ongoing support for children and families  
f. responding to teacher requests for extra support for students displaying behaviours that need attention and support  
g. allowing students to discuss their concerns with Indigenous mentors and role models on a regular basis  
h. engaging in MindMatters / KidsMatter workshops  
i. establishing relationships with Indigenous health and welfare organisations in your local environment |                                                                                                          |
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| 5. Support the role of parents and families as the primary educators of  | a. attending community forums and meetings e.g. Aboriginal Education Consultative Group (AECG)/Indigenous Education Consultative Bodies (IECB)  
| their children and the importance of family/community partnerships      | b. valuing the language and cultural knowledge students bring to school  
|                                                                          | c. involving extended family members in school functions and events  
|                                                                          | d. inviting family members to be a part of the curriculum delivery in classrooms by sharing their cultural knowledge, history and heritage  
|                                                                          | e. holding school events, information sessions, enrolments etc on community land or dwellings  
| 6. Understand that curriculum activities centered on Indigenous culture  | a. always consulting local Indigenous experts before implementing units of work on Indigenous culture  
| need to be handled sensitively and positively                           | b. ensuring that contemporary culture has an important place in curriculum as well as traditional culture  
|                                                                          | c. inviting local community to be a part of the development of a school wide scope and sequence across all curriculum areas  
|                                                                          | d. encouraging classroom teachers to invite appropriate community members into their classrooms to assist with Indigenous cultural studies  
|                                                                          | e. ensuring that a cultural induction process is in place for all new staff appointed to the school  
| 7. Encourage the development of a whole school curriculum that includes  | a. developing the skills staff need to add Indigenous perspectives to curriculum  
| Indigenous perspectives                                                  | b. ensuring Indigenous education is built into all curriculum areas and not “tacked on”  
|                                                                          | c. building an Indigenous Studies component into all stages of learning  
|                                                                          | d. ensuring a continuum of learning in Indigenous studies  
|                                                                          | e. ensuring that Indigenous people are involved in the development of all curriculum  
| 8. Value the life experiences that their Indigenous students bring to    | a. making sure that teachers are responsive to student knowledge and expertise in their delivery of curriculum content  
| school                                                                  | b. ensuring teachers understand and use the experiential strengths of Indigenous students and their culture  
|                                                                          | c. developing staff pedagogical skills and knowledge about Indigenous learning strengths (styles)  
|                                                                          | d. providing the community with the opportunity to assist in the development of curriculum units that reflect student prior knowledge and skills  
|                                                                          | e. allowing Indigenous student voice to be heard and valued in classrooms  

### Proposition Four

#### Leadership builds professionalism and management capability

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| 1. Ensure that the management of the school is underpinned by values such as | a. having an Indigenous focus in the school management plan and vision/mission statements  
b. ensuring that the Indigenous community is consulted in all phases of school policy development  
c. putting in place strategies to ensure all children have the opportunity to reach their academic potential regardless of their socio-economic and cultural background  
d. developing processes to ensure all teachers know who their Indigenous students are, their family connections and learning needs  
e. ensuring that front office staff establish relationships with Indigenous parents so that the first school contact with parents is positive |                                                                                                                                            |
| quality of relationships, commitment to equity and social justice and respect for others. |                                                                                                                                                                                                                                     |                                                                                  |
| 2. Provide formal feedback to staff and the school board/council about school performance in relation to Indigenous student outcomes in attendance, student retention and academic performance | a. providing state outcome data comparisons to staff for their Indigenous students so that high targets can be established and maintained  
b. providing honest reporting to Indigenous parents so that strong support for learning is maintained in the home  
c. understanding the link between attendance and classroom engagement  
d. mapping retention of Indigenous students over time and constantly striving to improve this statistic  
e. advertising openly the successes of their Indigenous students and staff  
f. reporting Indigenous student achievement to all stake holders in the school through written and verbal reports, school newsletter articles and annual reports |                                                                                  |
| 3. Encourage networking opportunities for their staff with staff from other schools with Indigenous students | a. setting up teacher exchanges with other schools to share curriculum, pedagogy and resource ideas in Indigenous education  
b. sending staff teams to *Dare to Lead* professional development events held in their Action Area  
c. setting up joint school funding submissions to provide opportunities for Indigenous students  
d. putting in place succession planning to ensure the continuation of quality outcomes for Indigenous students. This may include executive development training for staff across schools  
e. ensuring that Indigenous staff across local schools share development time together in a collegial network  
f. engaging expert staff from neighbouring schools to shadow and mentor staff |                                                                                  |
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| 4. Are vigilant in keeping up with current Indigenous education trends, issues and plans | a. having a staff subscription to the *Koori Mail* and *Indigenous Times*  
b. regularly visiting the *Dare to Lead* website and downloading current research and school practice stories  
c. using the *What Works* “Core Issues” publications  
d. sharing the “*Making the difference*” booklet series published by *Dare to Lead* with all staff  
e. keeping in touch with sector Indigenous Units directions and programs (e.g. website, policy documents etc.)  
f. searching the web for current research into Indigenous education worldwide | |
| 5. Encourage all staff to set performance goals and targets for personal growth and professional development related to Indigenous cultural awareness and Indigenous student achievement | a. ensuring that all staff have a personal development plan that includes a section on Indigenous education  
b. planning to have dedicated staff meeting topics around current trends in Indigenous education  
c. inviting District Indigenous staff, local IECB representatives, *What Works* consultants and *Dare to Lead* staff to work with your teachers on pupil free days, staff meetings and professional development sessions.  
d. setting school based targets for Indigenous student learning outcome growth  
e. establishing individual subject/faculty targets in Indigenous education  
f. placing, where appropriate, an Indigenous focus in all job descriptions across the school | |
| 6. Are active members of the *Dare to Lead* coalition | a. displaying their *Dare to Lead* school membership poster in a prominent position  
b. holding a ceremony each year with the whole community that celebrates their *Dare to Lead* membership and achievements  
c. ensuring that all *Dare to Lead* materials and resources are disseminated to teaching staff  
d. ensuring that a school team attends all *Dare to Lead* Action Area events  
e. using the planning processes of *Dare to Lead* to ensure a focused and data informed strategic plan is in place for Indigenous education  
f. reporting their state testing data outcomes and completion rates to *Dare to Lead* administration on a yearly basis  
g. completing the *Dare to Lead* school surveys on a yearly basis  
h. ensuring that the Indigenous community are fully engaged in *Dare to Lead* activities and are informed of the school’s involvement | |
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<td>7. Ensure that their school’s Indigenous education plan is a part of their school’s strategic plan and promotes improved outcomes for Indigenous students</td>
<td>a. ensuring that the school’s Indigenous education plans are built into the whole school management plan and not “tacked on” as a series of discrete statements</td>
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<td>b. ensuring that Indigenous community consultation is integral to the development of the whole school plan</td>
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<td>c. developing programs that assist individual students reach their educational, social and recreational potential</td>
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<td>d. ensuring an environment of high expectation governs the planning for Indigenous student success</td>
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<td>e. ensuring that all decisions regarding programs for Indigenous students are based on data assessments and actual learning outcomes and not perceptions, generalizations and teacher anecdotes</td>
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<td>f. exploring the implementation of gifted and extension programs for Indigenous students</td>
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## Proposition Five

**Leadership inspires leadership actions and aspirations in others**

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| **1. Invite Indigenous community role models into the school to motivate and challenge all staff, students, parents and families** | a. working with the local community to find Indigenous people, from all walks of life, who are willing to share their stories with staff and students  
b. inviting a range of successful Indigenous school leavers to mentor and be role models for senior students  
c. inviting Indigenous Elders to talk to Parent Association meetings about their history and contemporary culture  
d. having local content stories about the Stolen Generation, loss of land and historical tragedies integrated into school curriculum.  
e. using the DEST Ambassadors program to source well-known Indigenous role models to work with staff and students.  
f. celebrating the successes of their school's Indigenous ex-students through a ‘Hall of Fame’ Honour Board or Photo Library. | |
| **2. Value and celebrate all staff achievements in the area of Indigenous education** | a. nominating members of staff, Indigenous or Torres Strait Islander or non-Aboriginal, for excellence in teaching awards for their role in Indigenous education  
b. nominating staff for State, Regional or District awards in Indigenous education  
c. developing a set of teacher awards for their own speech night that celebrate teaching excellence for Indigenous students. Consulting with community in this process is vital.  
d. developing a set of awards for non-teaching staff to celebrate their work with Indigenous students. Consulting with community in this process is vital  
e. having Indigenous student achievement awards as an integral part of their schools awards program  
f. making staff aware of their Indigenous student outcomes and challenging them to measure improvements at regular intervals | |
| **3. Provide opportunities for all staff to increase their knowledge of Indigenous history and culture by engaging with relevant cultural learnings** | a. sourcing local knowledge from the Indigenous community and building resources to share with all staff and students e.g. local content story books, art works, photo libraries etc.  
b. conducting an induction program for all new staff appointed to the school based on local history and culture  
c. sourcing local Elders and Indigenous community members to mentor teachers and other school employees  
d. establishing a regular timetable of meetings that are held in the local community e.g. Lands Council buildings etc  
e. providing staff with the opportunity to attend professional development days run by your sector Indigenous staff or by Dare to Lead | |
f. supporting their staff in attending local TAFE courses on Indigenous history and culture  
g. encouraging staff to further their initial teacher training through access to higher degrees in the fields of Indigenous education, history or culture

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<tr>
<th>4. Mentor or provide mentors for all potential leaders</th>
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| a. planning to provide a succession planning process and training for school leaders and aspiring school leaders in the area of Indigenous education  
b. engaging local Indigenous community leaders to work with your leadership team and aspirant leaders, in a mentor / shadowing role  
c. contacting their Indigenous District employees and encouraging their participation in school based courses and role model programs for staff  
d. Contacting the National Indigenous Principals Association (NAPA) and seeking their support to mentor Indigenous teachers on your staff  
e. encouraging non – teaching Indigenous staff to engage in further studies by linking them to mentors and role models  
f. working with local Indigenous community organizations to source mentors for staff |

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<th>5. Provide a supportive environment where risk-taking is acceptable and “mistakes” are seen as learning opportunities</th>
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| a. providing staff with access to small grants to initiate innovative practice in their class, grade or whole school  
b. encouraging staff to work on projects across classes, grades and schools that may trigger accelerated outcomes for Indigenous students  
c. challenging staff to make a difference for Indigenous students and supporting their directions  
d. establishing a ‘Hall of Fame’ for successful initiatives and their implementers  
e. rewarding staff with accolades and time to develop new processes, projects and initiatives for improving outcomes for Indigenous students |