How does my school move forward to enhance successful outcomes for Aboriginal and Torres Strait Islander students?

PRESENTER BIOS AND ABSTRACTS
**8.45am**  **WELCOME TO COUNTRY / PERFORMANCE**  
_Inala State School - Alani Dancers_

**9.00am**  **CONFERENCE OPENING COMMENTS**  
_Peter O’Beirne - Dare to Lead National Project Coordinator_

**9.05am**  **KEYNOTE: “What do parents and carers believe are the qualities of an effective school for their children?”**  
_Gina Milgate - Australian Council for Educational Research (ACER)  
Brian Giles-Browne - Dare to Lead project_

This presentation will highlight the findings of a joint research project conducted by _Dare to Lead_ and ACER using the data gathered from the 2011 _Dare to Lead_ Collegial School Snapshots held in 173 schools. What are the elements of an effective school for Aboriginal and Torres Strait Islander parents and carers and how do they compare to all parents and carers interviewed?

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**Ms. Gina Milgate** is a Kamilaroi and Wiradjuri woman from New South Wales and is the Indigenous Liaison Officer (ILO) at the Australian Council for Educational Research (ACER). She provides leadership and knowledge on a wide range of Aboriginal and Torres Strait Islander issues across ACER. A key part of her role is to ensure that ACER’s activities in Indigenous education are underpinned by its values and leadership behaviours, and that research undertaken in Indigenous communities is culturally respectful, responsive and based on integrity.

Ms Milgate has led and been involved in a range of projects in Aboriginal and Torres Strait Islander education that have informed policy and practice. She has been involved in research and projects that have involved a high level of consultation with urban, regional, remote and very remote Aboriginal and Torres Strait Islander communities. She has facilitated school and community based research and has presented her findings to a range of stakeholders. Ms Milgate led a major project that evaluated training in the delivery of health services to Indigenous people in Central Australia and was part of a research team that provided the Victorian state government with recommendations that informed policy on Indigenous education and employment.

Ms Milgate has experience in planning and implementing strategies that are responsive to fulfilling the needs of Aboriginal and Torres Strait Islander people and communities in a culturally appropriate manner. She has been a consultant for Mindmatters and developed and delivered professional development to schools and communities in Queensland, Northern Territory, Victoria and New South Wales focusing on social and emotional wellbeing of Aboriginal and Torres Strait Islander children, family and communities. In 2010 she was seconded to the Department of Education and Early Childhood Development in Victoria for six months, where she worked in the Aboriginal Early Years Branch as a Senior Policy and Project Advisor and Manager. Her work involved a high level of engagement with key stakeholders from the community level to the ministerial level to support Aboriginal children and families in early childhood.

She was a member of the Aboriginal Inclusion Board and developed an Aboriginal Early Childhood Workforce Strategy. Prior to her appointment at ACER, Ms Milgate was teaching and researching in the areas of marketing, organisational behaviour and strategic management at the University of New England.
Mr. Brian Giles-Browne is the National Schools Coordinator for the Dare to Lead project. Dare to Lead is run by the Principals Australia Institute and funded through DEEWR, State and Territory Jurisdictions and the support of individual schools. His role is to support staff in the development and implementation of professional development tools and strategies in all states and territories, as well as across all sectors and jurisdictions.

Mr Giles-Browne was a New South Wales Primary Principal holding the position at Coonamble, Riverstone and Moruya. During this period he chaired the NSWPPA Aboriginal Education reference group and sat on the Director Generals Advisory Committee for Aboriginal Education. He was the recipient of the NSWPPA Award for Leadership in Aboriginal Education.

9.50am Mini Keynotes

a) Do Aboriginal Education Workers (AEWs) contribute to improving Aboriginal education outcomes?

Frank Pearce - NSW Catholic Education Commission

“Education is the greatest single weapon to overcome disadvantage and the impact of this denial of education affects me and other Indigenous people to this day” (Butler, 2011).

I chose the focus of this thesis “Do Aboriginal Education Workers (AEWs) contribute to improving Aboriginal educational outcomes?” for four reasons.

Firstly, I wanted to demonstrate, in the bigger picture of a whole school with a number of Aboriginal students, that having a skilled AEW in a school is as valuable and as important as having an Aboriginal teacher in a school. An Aboriginal teacher can set an example to all students of motivation, aspiration and dedication (Mandela, 2007). Their presence also greatly impacts in a positive way on all school staff and students (Behrendt, 2009). However, because of their teaching workload they are unable to take on the wellbeing and pastoral care needs of all Aboriginal students in that school. They also do not have time to make all the essential connections with all the Aboriginal parents and community of that school, or in some way assist in all the classes that may have Aboriginal students who need assistance (Reid, 2006-2008).

I wanted to explore the possibility that an AEW on the other hand does not have a teaching load so can timetable the wellbeing and pastoral care needs of all the Aboriginal students as well as building relationships and partnerships with parents and community (M Winkler, 2006). They can also timetable classroom assistance for those students in most need as well as provide assistance to various teachers needing assistance with Aboriginal perspectives (Mandela, 2007).

Secondly, although AEWs have been in classrooms since 1974 there has been no research to find out if they have had any impact on improving Aboriginal educational outcomes. Why this had not occurred puzzled a number of researchers as well as me greatly (MacGill, 2008; Partington, 2010; Research, 2009).

Thirdly, AEWs’ positions are very insecure because in the main they have always been dependent on annual targeted Aboriginal funding and the ever-changing flavour of the month government policies (see appendix 12A) (Parker, 2009, p. 1). It is hoped that this research will convince sceptical governments, researchers and academics, both Aboriginal and non-Aboriginal, that AEWs are one silver bullet who actually contribute to achieving and maintaining good Aboriginal educational outcomes.
Fourthly, all the positives I have witnessed in schools with AEWs, and what I have heard from students, parents, school staff and in many forums both state and national, has given me a great passion to see that my grandchildren and great-grandchildren will have an AEW in their school. I believe strongly that the genuine desire to make a difference is the difference.

Based on many hours of research over five years I have developed a firm conviction that both the research topic of this thesis and the roles of its subjects, Australian AEWs, are unique. This became very clear when I struggled to find a comparison.

What AEWs do is largely a mystery to all but those who are closely involved with them. Whether or how much they contribute to improving Aboriginal educational outcomes, until the writing of this thesis, was also a mystery. What is most puzzling is the fact that their effectiveness has never been tested. There is no other job I am aware of that would not have had the effectiveness of its workers tested in some way over a period of thirty-seven years.

The aim of this research project was to gather perceptions and insights into the effectiveness of AEWs from those involved most closely with them: students, parents, principals, teachers and educationalists. To achieve this aim, the study used a mixed-method research design utilising a survey instrument with ten quantitative Likert-scale questions and five qualitative questions. Survey feedback from all survey respondents indicated strongly from their viewpoint and involvement with AEWs, that they make a significant contribution to improving Aboriginal educational outcomes, particularly in the areas of student wellbeing and community engagement. Amongst the respondents, fifteen to twenty-five per cent were undecided on how, or whether AEWs contribute to the attendance, retention and completion of Aboriginal students, or whether their removal would affect the outcomes. This reinforces the theory of the mystery, to a significant number of people, of what AEWs do.

**Frank Pearce** is an Aboriginal man who grew up in Woolloomooloo, Redfern and Surry Hills. He has been happily married for 46 years and has 3 sons and 9 grandchildren. In 1966 he began working for Sydney buses starting as a bus driver and graduated to Senior Revenue clerk. At 32 he obtained his school certificate. In 1991 he became an Aboriginal Employment officer with the CES. On closure of the CES he became an Aboriginal Education Officer with DEST. In 1987 he graduated with a degree in Adult Education. He has been the State Coordinator of Aboriginal Education for the Catholic Education Commission of NSW since 1999. In 2007 he received a Dare to Lead Award for his contributions to Aboriginal Education. He was further honoured in 2008 by being named as a member of the Indigenous Guard of Honour for the Popes Visit. In 2011 he received the Br John Taylor Award, the highest award in NSW Catholic Education. In 2012 he completed his Masters in Research Degree.
b) So just how important are Aboriginal and Torres Strait Islander language programs in our schools?

Kevin Lowe - Formerly NSW Board of Studies

There is a growing acceptance both in Australia and elsewhere, that providing a quality Indigenous language program provides schools with the capacity to reach out to students, their parents and the wider Aboriginal community, about the legitimacy of Australia’s ancestral languages, and legitimate authentic Indigenous knowledge within school curriculum and teaching practices.

This discussion will draw on the experiences gained over 10 years to facilitate the establishment of long term learning partnerships between schools and Aboriginal communities as they take up the challenges to establish Aboriginal language programs in NSW schools.

Kevin Lowe, a Gubbi Gubbi man from southeast Queensland, until recently was the Inspector, Aboriginal Education in the New South Wales Board of Studies. He has had extensive experience in schools, vocational education and universities before taking up his position at the Board in 2001. He was held positions in the Federation of Aboriginal and Torres Strait Islander Languages, the NSW Aboriginal Education Consultative Group and was a foundation member of the Eastern States Aboriginal Languages Group. Over the last decade his work has focused on developing curriculum to teach both Aboriginal Studies and Aboriginal Languages. He has also worked with Aboriginal communities, schools and education systems across NSW to facilitate the development of quality educational projects that support effective school and community learning partnerships. He is currently a post-graduate doctoral student at Newcastle University.

10.30 - 11.00am  Morning Tea
Leadership is the highest represented topic in modern day literature. It has spawned a pop industry in which as a dangling cacophony of multiple voices whose discord vie for the mind space and the training dollar every day, in boardrooms and on book shelves across the nation. How does one cut through the conceptual noise that distorts and misconstrues the reality of the business of school leadership? Many of these false prophets actively market the choreography of leadership with little regard for a more a more authentic leadership itself and fewer view it through the prism of school leadership. This cautionary flare was made by one of this country’s greatest educators and education reformers, the late Hedley Beare who wrote, ‘there is a new genre of books appearing about managing the styles of business and enterprises of the 21st century, deliberately going beyond even the management treatises written around the year 2000’. Beare in all his work sought to capture the exponential shifts in education thinking before they occurred and his example should be a marker for us as we as educator’s and administrators tackle the greatest challenge since the Education Acts of the 1800’s. Likewise we cannot and should not be lured by managerial Sirens that as ships in the night distract and abandon us at the critical point. ‘Building on’ in order to turn the tide for Aboriginal and Torres Strait Islander students will require some basic principles of leadership which we as a profession need to own rather than raft of self-appointed gurus that pervade our space.

Mark Rose is traditionally linked to the Gunditjmara Nation of Western Victoria. With a thirty-year career in education Mark has contributed to a broad range of educational settings within the State, nationally and internationally. Mark has for over a decade held various positions on VAEAI (Victoria Aboriginal Education Association Incorporated) and ardently supports community lead reform.

Mark has consulted regularly with Indigenous and non-Indigenous organisations both nationally and internationally. For over a decade Mark taught in predominantly postgraduate programs at RMIT University’s Faculty of Business. Mark taught here in Australia as well as China (Power University Beijing), Hong Kong SAR (Hong Kong Management Association HKMA), Singapore (Singapore Institute of Management University SIM University) and in Malaysia (Malaysian Institute of Management MIM Kuala Lumpur and Penang). On assignment Mark engaged multiple knowledge systems and cultural protocols.

At a national level and with community endorsement Mark has held membership numerous state and federal ministerial advisory groups including two terms on IHEAC (Indigenous Higher Education Advisory Council) to Ministers Nelson, Bishop. One term on the ‘Indigenous Communication Advisory Panel’ advising Richard Marles, Parliamentary Secretary for Industry and Innovation. In Victoria the Ministerial Advisory Council for a Multicultural and Multilingual Victoria advising Minister Nicholas Kotsiras. In late 2011 Mark was invited on the inaugural ‘First Peoples Education Advisory Group’ advising Minister Peter Garrett, Minister for School Education, Early Childhood and Youth.


In 2003 – 2005 Mark co-chaired with Aunty Joy Murphy the Victorian Implementation Review of Royal Commission into Aboriginal Deaths in Custody then assumed an executive position in the State Education Department. In 2009 Mark assumed the position of Chair for Indigenous Knowledge Systems at Deakin University.
a) The significance of establishing a shared moral purpose in our schools so that there are improved learning outcomes for all and in particular Aboriginal and Torres Strait Islander students.

Dr Phil Standen - Brisbane Catholic Education Office

The purpose of the presentation is to highlight the significance of establishing a shared moral purpose in our schools so that there are improved learning outcomes for all and in particular our Indigenous students. Educational leaders find themselves operating in a contextual complexity where the challenge of building powerful forms of teaching and learning, creating strong communities in schools which are self-sustaining and competitive and implementing ongoing change remain a constant. One response to this challenge, initiated by the Australian Primary Principals Association, has been the Principal as Literacy Leader project and the subsequent Principal as Literacy Leader working in Indigenous Communities project. I will share my own experiences and reflections as a participant in these projects and the lessons that have been gained at a personal and professional level.

I have been involved in education for over forty years at primary, secondary and university levels. During this time I have been very fortunate to work with many inspiring and professional people in New South Wales, Queensland and Papua New Guinea. My experiences as a teacher and principal working in high schools in Papua New Guinea gave me valuable insights into the importance of connecting with the school community in a cultural context that was rich in new knowledge about how the world works. I have had similar rewarding experiences working with the Aboriginal community in Brisbane for the last twelve years where the significance of establishing a relational teaching and learning environment within a school has been strengthened. I have been a member of Dare to Lead for ten years and am appreciative of the valuable professional knowledge it has provided me with during this time.
b) Taking it from a different angle: Australian Curriculum and its Aboriginal and Torres Strait Islander perspectives

Peter O’Beirne - Dare to Lead project

Across the country, schools are – or soon will be – unpacking the learning areas of the Australian Curriculum for implementation in their classrooms. Inextricably linked will be Aboriginal and Torres Strait Islander perspectives. But how best to do this? This session looks at an approach which helps to shape planning, start some critical discussions and potentially builds a whole which is greater than the sum of the (learning area) parts.

Peter O’Beirne is formerly a Queensland secondary Principal who is currently the National Project Coordinator of the Dare to Lead project with Principals Australia Institute. He has been working with the Dare to Lead project fulltime since 2005. As National Project Coordinator, Peter works with the project team, with jurisdictions and professional organisations to engage their support in the work of the project. Peter has worked in teaching and school leadership positions in various locations across Queensland over the past thirty-plus years; he is a principals professional association member who has also been a State Council representative and Principals Australia Branch Convener.

12.30pm Concurrent Workshop 2 - School Stories

a) What role does Leadership, Community, Culture and the classroom play in our successes working with Aboriginal and Torres Strait Islander students?

Kirwan State High School - John Livingston and Meredith Wenta

Kirwan High has used a strength based collaborative approach to planning, program implementation and leadership development called Appreciative Inquiry. This paper outlines the theory and practice of Appreciative Inquiry in the contexts of Kirwan State High School and Palm Island Senior Campus. It also describes our appreciative approach to leadership development. It will include specific examples of strategies to develop high expectations for attendance, student engagement and academic achievement for Indigenous students.
John Livingston has been Executive Principal of Kirwan High for 25 years, a large, complex, service driven, organization with a strong improvement culture. Kirwan was accredited as a member of the Council of International Schools in 2010, accepted as an International Habits of Mind Learning Community of Excellence school in 2011 and has become a Microsoft Innovative Pathfinder school in 2012.

John has authored twelve English and History textbooks. He is currently interested in bringing about cultural change in large organizations strategic planning, implementing effective pedagogy and building staff capacity.

John’s career highlights include Honorary Visiting Teacher at the University of Queensland, member of the Golden Key International Honour Society James Cook University, Department of Education Minister’s Leadership Award, Secondary Principals’ Association Award for Achievement and Innovation. John has also been recognized by Rotary International with a Paul Harris Fellowship for his community work. In 2010 John’s leadership in education was recognized by being awarded a Fellowship of the Australian College of Educators.

Meredith Wenta has been Deputy Principal and Principal of Kirwan High for 14 years. It is a large, complex, service driven, organization with a strong improvement culture. Kirwan was accredited as a member of the Council of International Schools in 2010, accepted as an International Habits of Mind Learning Community of Excellence school in 2011 and has become a Microsoft Innovative Pathfinder school in 2012.

Meredith has driven the school’s improvement agenda which focuses on improving students’ academic and wellbeing outcomes. She is passionate about ensuring that all students are provided with an education that prepares them to be successful global citizens.

b) How do you create a school culture and climate that is conducive to learning for students, staff and the community?

Westdale Public School - Julie Kirk and Karen Clarke

How do you create a school culture and climate that is conducive to learning for students, staff and the community? There is no specific program or formula, but a collective combination of characteristics that includes conditions, collaboration and creativity.

Westdale Public School has shaped a toolkit of characteristics that enable the school to build on a sustainable foundation of learning for everyone.

The building begins with school leadership, through a collaborative team that works on the strengths of the individuals for a common purpose. The tools have built pathways to improve literacy and numeracy through intervention strategies, with success in student growth and achievement.

Staff proficiency has been enhanced by quality professional learning, collaborative team work and opportunities to utilise leadership skills to implement and manage programs across the school.

The schools capacity to connect with the school and wider community has created a positive climate, where there is mutual respect and every voice is valued. The school has established and sustained family partnerships, with families being actively involved in many aspects of school life on and off site.

Does the building ever stop? No, it continues to be reinforced, become structurally sound and adjusted when necessary.
**Westdale Public School (P2)** houses modern facilities in a sustainable, aesthetic and active learning environment. The school has a current enrolment of 475 students (including 122 – 26% Aboriginal students) and a combined staff of 53. The school provides academic, cultural and sporting opportunities for every student, acknowledging achievements. Student success is enhanced through intervention and enrichment strategies K-6.

The community is diverse, yet harmonious, with a high percentage from low socio-economic backgrounds. Westdale continues to forge strong partnerships with community groups through programs supporting student well-being.

*Westdale Public celebrates an ability to ensure a complete learning experience for every student.*

c) **Transition to Work:** Leadership from Principal Tony Jarrett as well as the Aboriginal education team ensures that every student who finishes Year 12 is employed with a future to look forward to.

*Singleton High School - Grant Godfrey, Jo Vinson, Tracey Holloway and Rochelle Dooley*

Singleton High School has been running the Dare to Lead School to Work transition for the last 3 years. Through a strong corporate partnership with Coal and Allied, funding has been provided to employ 2 people to work with our students with the aim of securing them post school pathways for these students.

It is through a co-ordinate approach between the school, community and a corporate supporter that such a program is running. Leadership from Principal Tony Jarrett as well as the Aboriginal education team ensures that every student who finishes Yr 12 is employed with a future to look forward to.

In this talk we will examine:

- What has been the role of leadership - the principals, the AET and Community input; - integrating the program into other schools activities.
- What would you say are the critical factors for the success of the project.
- What have been the successes and how have you quantified them.
- How have you ensured Community has been involved.
- What advice would you offer to schools to engage with corporate partners?

*Grant Godfrey is currently employed at Singleton High School as Head Teacher PE. He has been in that position for the last 7 years. He has also worked in schools in Newcastle, South West Sydney, London and a juvenile Justice facility in Adelaide.*

*Grant shares the responsibility of Head Teacher in charge of Aboriginal education at Singleton High School with Tracey Holloway.*

*Grant is 40 years old, married with 2 children who keep him on his toes.*
Jo Vinson is a proud Aboriginal mother of 4 boys who is employed as the Dare to Lead School to Work transition co ordinator at Singleton High School.

She has been in this role for 3 years and is responsible for success of the program. Jo works closely with corporate partners, community and the school to ensure her students succeed at being employed when the finish school.

Tracey Holloway has been Head Teacher of Aboriginal Education for the past 6 years and in that time has been involved in the Ka Wul Education and Resource centre Establishment and next step Phases of The Coal & Allied funded program. Tracey has also been an integral part of the D2L program at SHS and has worked closely with both Ka Wul and D2L programs establishing them within the community, region and at State level. Tracey helped establish the facilities of the Ka Wul centre. Tracey has worked with programs to enable integration between school and the aboriginal community become common ground within the school. Tracey has seen the Ka Wul centre and Aboriginal Education become a major part of Singleton High School and the Singleton Community.

Tracey has received several awards for her work with Aboriginal education over the past few years presently receiving the Upper Hunter Educational Pathways awards For the Dept. of Education and Communities’ Major award for Aboriginal Education. This honour coincided with nominations for Nanga Mia recognition awards in 2012 and 2011. In 2010 received the Education Week award for dedication to Aboriginal Education and Hospitality VET at Singleton High School.

Tracey and the team have been proactive in Promotion of NAIDOC within the community as not a week-long celebration but a as NAIDOC Inspired programs within the region/ Catholic /Independent and Primary schools over the school year. From this came the design and creation of the Kilkin Products which are indigenous bush food products which are sold widely around the state. This has then promoted a Hospitality Program which has created Aboriginal Bush food inspired menus/recipes which is very popular amongst external stake holders for function all year round. Tracey has been involved in many Aboriginal programs within the school and has a passion for Aboriginal education. Tracey is an Advocate for Aboriginal Education.

Tracey has received National VET Teacher of the Year award in 2004/VET and Hospitality awards during 2006-10 both at regional and state level. Tracey is the main author of Cambridge Hospitality Text book used with all High Schools. Tracey’s Text book won the National publishers award for an Educational Text Book in 2011.

Tracey has a passion for education for all students enabling them to achieve their best and for everyone to be treated as equal.

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<td>1.15 - 2.00pm</td>
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a) Supporting Aboriginal students’ social and emotional health and wellbeing through curriculum, ethos and partnership

Simon Fewings - Principals Australia Institute: MindMatters & KidsMatter

Through MindMatters and KidsMatter, Principals Australia Institute provides professional learning, resources, frameworks and processes, which contribute in strategic ways to a whole school and community approach to mental health and wellbeing. This approach includes working authentically with parents, families and communities. Participants will hear how and why community partnership approaches work as part of a whole school approach to improve the wellbeing of Aboriginal students in school settings. Several examples of successful journeys and outcomes will be shared from Aboriginal communities in rural and remote Australia.

Simon Fewings was born in Adelaide and currently lives in Mildura Victoria. Simon is a proud Aboriginal or Koori man.

Simon has worked in the areas of Aboriginal education, training and employment for the past 10 years. One of Simon’s first role was as a teacher at an alternate year 11 & 12 setting for Koori young people. During this time Simon led a team that won an award for ‘best Koori Unit in a TAFE college’ in Victoria

Simon has also been a committed volunteer representing his community in a number of roles over the past 10.

More recently Simon took up a role with Dare to Lead working with school principals, where he learned the importance of leadership in improving outcomes for Koori students. Simon was involved in a number of interesting initiatives in his time with dare to Lead including the highly successful Mildura Transition Project.

Currently Simon is employed as the National Community Partnership Officer with the KidsMatter Primary & MindMatters projects.
b) Building On: an apt title for what has been achieved on a remarkable journey since 2000

_Giralang Primary School - Trish Keller OAM and Duncan Smith_

Currently Trish is at Giralang Primary School- a small government school (185 students including 4 Aboriginal Students) in the ACT.

During the presentation Trish will describe to you actions she has taken as a leader in these two small ACT government primary schools. These actions have proved very successful. She will and leave you with some ‘take home’ messages to ponder and possibly implement in your own school environment.

In nutshell they are :

1. Be consistent, be constant, be persistent about valuing Aboriginal and Torres Strait Islander culture; have an unswerving focus from the highest level; a non-delegated position
2. You don’t have to be an expert! To accomplish your vision of a fully inclusive school begin by building authentic, respectful relationships and weaving them in to the fabric of the school culture
3. Get involved – do stuff! Little things to begin with and go from there. Be proactive-get out of your comfort zone – it’s easy to sit back and do nothing! Transfer what you know has worked- don’t be afraid to take a risk.
4. Know your Aboriginal and Torres Strait Islander students and have high expectations of them all...just like every other student in your school; know your Aboriginal and Torres Strait Islander parents- make comfortable connections to the school for them
5. Respond to Need
   The keys to meeting needs – create programs and use strategies that will make the difference. You be the difference...make it happen! Health and wellbeing first; social skillling at the same time which will in turn reduce student management issues; then you can move on to ensuring the best outcomes for your students in literacy and numeracy
6. The DARE TO LEAD Factor! Is your school a Dare to Lead School....?? Find out! Use your connections; use your networks; ask the questions; engage your partnerships

Trish will elaborate on these 6 statements; these take home messages; these success factors during the course of the presentation.

Meet Duncan Smith, Trish’s and her school’s cultural advisor and discover how this special relationship has underpinned the success of how ‘ Building On’ at these two small ACT government schools has come about.
THE TEAM……. You can’t do anything without your TEAM!!!!!!

Trish Keller, OAM, is an inspirational leader who is recognised throughout the ACT school system for her strong commitment to and leadership of Aboriginal and Torres Strait Islander education. Trish is the Dare to Lead Action Area Coordinator for Northern Canberra and Principal at Giralang Primary School in the ACT. For change to occur particularly in regards to Indigenous education there have to be people prepared to stand up and promote, agitate and support others along the way. Trish is one of these people in the ACT and she has been active for a long time in a number of schools and at system level in addressing the needs of Aboriginal and Torres Strait Islander students in ACT schools and in raising school communities awareness of Aboriginal and Torres Strait Islander cultures.

Trish came to Australia from New Zealand in 1973 and began teaching in ACT schools in 1974.  
1974-1996- teacher in ACT government schools  
1996-1998- ACT Dept Education and Training’s Special Needs Unit  
1998-1999-Appointed as Principal of Uriarra Primary School  
2000-Appointed as Principal of Narrabundah Primary School  
2004-Fellow of ACEL (Australian College of Educational Leaders)  
2006-Awarded the Order of Australia (OAM)in the Queen’s Birthday Honours  
2006-Fellow of ACE (Australian College of Educators)  
2007-Appointed as Principal of Giralang Primary School  
2012 (May) Awarded a 2011 Dare to Lead Excellence in Leadership in Education Award  
2012 (June) Awarded Runner up in the ACT Public Education Excellence Awards in Aboriginal and Torres Strait Islander Education.

In the interests of providing care and protection for vulnerable children in the ACT Trish is a member of the ministerially appointed ACT Children and Youth Services Council.

Duncan Smith is a Wiradjuri man who has over a long period of time supported the education of Indigenous students in ACT schools at all levels and in both government and non-government schools. Duncan has also worked with teachers and students in developing school communities’ awareness of Indigenous culture.

Duncan has worked with a number of schools across the ACT in developing community partnerships and presented as a parent and as a cultural advisor to a number of schools at professional development days.

Duncan is a family man with five children all in ACT schools and uni. He has a business called the Wiradjuri Echoes that promotes Indigenous culture. He recently worked with a number of primary schools working together on the Googars Dance group presentation for Public Education Day in the ACT 21 May. He is an inspiration to teachers and students alike.

Duncan is a talented artist, musician and a conveyor of Indigenous culture to children and adults.

“Duncan Smith has actively supported Dare to Lead in the ACT through working with the DTL (ACT) Team and working with parents, staff & and community in a number of ACT Dare to Lead schools. Duncan and the Wirradjuri Echoes feature on the Calwell Conference CD.”
c) Research into Practice - What are the practical implications of the joint ACER/Dare to Lead Research for school and classrooms?

Gina Milgate and Brian Giles-Browne

This session will explore the implications of the research findings for schools and schools leaders. This will be an interactive workshop session.

2.50pm  KEYNOTE: “What do Quality Teachers do to make a difference for Aboriginal and Torres Strait Islander students?”

Louise Bye - NSW department of Education and Communities

Political and systemic will to close the gap requires belief (that we can close the gap) and science (that we know how to close the gap).

We want to see Aboriginal and Torres Strait Islander students engaged in and experiencing success in their learning. We recognise that there is not “one” Aboriginal student or “one” Torres Strait Islander student. We also understand that Aboriginal and Torres Strait Islander students want to “see” themselves in the learning.

Professional standards for teachers, quality teaching frameworks and current research identify what teachers should know about Aboriginal and Torres Strait Islander students and what they should be able to demonstrate inside and outside the classroom to ensure their Aboriginal and Torres Strait Islander students are engaged and succeeding.

This keynote will look at the skills, knowledge, understanding and experiences needed to enable teachers to grow and develop as teachers of Aboriginal and Torres Strait Islander students.

Louise Bye is an Aboriginal woman from Ngiyampaa Wongaibon Country in far western New South Wales.

Louise works for the NSW Department of Education and Communities and is the Assistant Director, Aboriginal Education and Training. Louise worked for three years as the Project Manager for the Murdi Paaki COAG Trial, a whole of government approach to delivering services more effectively to 16 Aboriginal communities in the Murdi Paaki region in far western NSW. In 2008 she was engaged by What Works to support schools and communities in developing school–community partnerships.

Louise taught primary school students for fifteen years and since leaving the classroom has spent fifteen years in the areas of Aboriginal employment, Aboriginal education policy, curriculum development and reporting state wide outcomes for Aboriginal students.