

BUILDING THE LINKS BETWEEN MINDMATTERS AND EMBEDDING ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES

Improving the educational outcomes of Australia’s Aboriginal and Torres Strait Islander (Indigenous) Peoples is a priority for QLD’s Department of Education, Training and the Arts. As schools and teachers continue to implement the Embedding Aboriginal and Torres Strait Islander Perspectives, they are able to identify how these processes and practices link to MindMatters. This table is based on the Cycle of Learning and the four distinct areas of schooling described in the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools Guidelines;

- Personal and Professional Accountability
- Organisational Environment
- Community Partnerships
- Curriculum and Pedagogy

OVERVIEW OF EMBEDDING ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES in Schools (EATSIP)	
<p>1. Understanding Indigenous knowledge frameworks There are many similarities between these two distinct cultures but there are also many differences.</p> <ul style="list-style-type: none"> • Each Aboriginal and Torres Strait Islander country contains its own set of lore, unique language, stories and traditions. <p>2. Awareness of your organisational environment Timetables, resources, facilities, professional development and program flexibility are all factors that can impact on the successful delivery of Indigenous Perspectives.</p> <ul style="list-style-type: none"> • Explicitly detail Aboriginal and Torres Strait Islander Perspectives within work programs, unit design, assessment tasks and lesson plans. • Discuss your intentions with school administrators. <p>3. Developing strong community partnerships Local Aboriginal and Torres Strait Islander communities offer a wealth of knowledge.</p> <ul style="list-style-type: none"> • Establish Culturally Appropriate Protocols • Adopt a model of best practices for administrators and teachers in developing and sustaining community partnerships with the Aboriginal and Torres Strait Islander communities. <p>4. Personal and professional accountabilities Through the process of embedding Aboriginal and Torres Strait Islander perspectives, attitudes and beliefs may be challenged.</p> <ul style="list-style-type: none"> • It is important for teachers to collaborate on a teaching rationale that supports EATSIP across all year levels • Apply pedagogical processes that enable Aboriginal and Torres Strait Islander perspectives to be embedded into classroom practices. <p>5. Planning, developing and evaluating curriculum materials The most visible part of implementing Aboriginal and Torres Strait Islander (Indigenous) perspectives in the school is the curriculum content and assessment areas.</p> <ul style="list-style-type: none"> • Language needs to be explicit when teaching Aboriginal and Torres Strait Islander perspectives as: <ul style="list-style-type: none"> - An Aboriginal and Torres Strait Islander Studies Unit and/or - Key components within a general unit of study and/or - The model for learning knowledge within a general unit of study 	<p>6. Assessment and reporting Aboriginal and Torres Strait Islander perspectives aim to develop positive attitudes and understanding of their unique cultures.</p> <ul style="list-style-type: none"> • Assessment strategies should enable students to demonstrate their understanding of the knowledge, skills and processes presented in the teaching and learning program. <p>7. Understanding your students and their community It is important to have some knowledge and understanding of individual Aboriginal and Torres Strait Islander students’ in a broader social context.</p> <ul style="list-style-type: none"> • The cultural knowledge, beliefs and traditional practices of these students can support the process of embedding Aboriginal and Torres Strait Islander perspectives within the curriculum. <p>8. Understanding language and appropriate language usage Many Aboriginal and Torres Strait Islander students do not have SAE as their first language.</p> <ul style="list-style-type: none"> • It is important to respect the home languages of students and to reflect on teaching practices within the classroom • Explicit language use and appropriate resource materials enhance knowledge transference. • Vary mediums of communication to support cultural practices, assisting Aboriginal and Torres Strait Islander students to demonstrate their personal knowledge and understanding. <p>9. Understanding Indigenous protocol Understanding and respecting Indigenous protocols is essential for establishing and developing partnerships with Indigenous parents and community members.</p> <ul style="list-style-type: none"> • Basic protocols to follow. <p style="margin-left: 20px;">** Refer to QLD Studies Authority and or Department of Communities</p> <p>10. Critical understanding and review of texts. Historical texts, education materials and the present media frequently present dominant cultural views of Aboriginal and Torres Strait Islander people and social events within Australia.</p> <ul style="list-style-type: none"> • It is important to be aware of myths, distortions and stereotypes they present. • It is imperative that teachers develop a critical understanding of texts and the context in which they were written. • Critically review all texts and public presentations prior to use in the classroom.

As schools continue to implement MindMatters within a whole school approach to mental health and wellbeing – including students experiencing high support needs – they begin to understand how their schools processes and practices link to the knowledge, skills and abilities identified in

Embedding Aboriginal and Torres Strait Islander Indigenous Perspectives – which can be accessed at the following link <http://education.qld.gov.au/schools/indigenous/educators/eatsips-overview.html> The MindMatters implementation model is based on the learning's from the five MindMatters evaluations, international mental health research and the health promoting schools framework. Within each of the three ellipses of the health promoting schools framework there are three action areas:

1. Internal and external partnerships and services –
 - Facilitating communities, families, parents and caregivers partnerships,
 - Developing internal and external referral pathways and partnerships, and
 - Transitions.
2. School ethos and environment
 - Ensuring strong communication and relationships across the school,
 - Clarifying and co-ordinating policies, structures and processes, and
 - Allocating dedicated resources.
3. Curriculum teaching and learning
 - Providing a whole student approach,
 - Teaching and learning for engagement, and
 - Curriculum content and integration.

The four key enablers that assist in ensuring the implementation model is a dynamic model are:

- Extending leadership and participation,
- Increasing staff understanding of health and wellbeing,
- Making links with other key initiatives, and
- Evidence based evaluation and data collection, analysis and action.

As schools continue to build on embedding MindMatters within a whole school approach, they can see how these practices align with the Embedding Aboriginal and Torres Strait Islander Perspectives.

MINDMATTERS						EMBEDDING ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES
FOUR KEY ENABLERS		ACTION AREA	DESCRIPTION	PROFESSIONAL DEVELOPMENT	RESOURCES	PRACTICE
1. Extending leadership and participation 2. Increasing staff understanding of health and wellbeing 3. Making links with other key initiatives 4. Evidence based evaluation and data collection, analysis and action	INTERNAL AND EXTERNAL PARTNERSHIPS AND SERVICES	Facilitating communities, families, parents and caregivers partnerships	Culture, community, identity and family contribute to a sense of identity, wellbeing, connection and self worth. It is important that schools explore the diversity within communities and work in respectful partnership to enhance school and community mental health and wellbeing planning and action and develop respectful and effective communication methods.	Level One and Level Two workshops Communities do Matter module	Community Matters booklet	1, 3, 7, 8, 9, 10
		Developing internal and external referral pathways and partnerships	Schools need to be clear about protocols, confidentiality etc. All staff need to know appropriate pathways for when they have a concern about a student. These pathways will include success pathways – not just referrals. In-school and out of school pathways are required to meet needs as students move out of but also back into school.	Level One and Level Two workshops Students Experiencing High Support Needs focus module	Students experiencing high support needs booklet	1, 3, 7, 8, 9
		Managing School Transitions	Transitions are a part of life and yet they are times when students can lose their connection with school. Any transition point is a time of potential loss of connection, for example: primary school to high school, school to school, school to work, reintegration after extended absence etc.	Transitions focus module	Enhancing Resilience 1 & 2 Community Matters Loss and Grief	3, 7, 9
	SCHOOL ETHOS AND ENVIRONMENT	Ensuring strong communication and relationships across the school	It is relationships as much as structure and process that ensure mental health and wellbeing because schools are collections of people and people are critical to making changes in H&WB. Some core groups in MindMatters Plus research schools did not pass on messages and learning and this impacted on other people within the school.	Level One and Two workshops and all nine focus modules	Whole School Matters and Community Matters booklet	1, 2, 3, 7, 8, 9
		Clarifying and co-ordinating policies, structures and processes	It is important that the formal structures within the school carry mental health and wellbeing messages. For example consider how mental health and wellbeing messages are represented through timetabling, subject choice, homework policy etc.	Level One and Two workshops Students experiencing high support needs focus module	Whole School Matters and Community Matters	1, 2, 3, 7
		Allocating dedicated resources	Mental health and wellbeing efforts don't lead anywhere unless there is an allocation of time, money, personnel, a level of responsibility and space in people's thinking.	Level Two workshop	Whole School Matters and Community Matters booklet	1, 2, 5
	CURRICULUM TEACHING AND LEARNING	Providing a whole student approach	A whole student approach involves what is done outside the formal curriculum i.e. the informal ways teachers provide messages about mental health and wellbeing - in and outside the classroom. It is important that every student experiences success for their mental health and wellbeing and this can be done in a variety of ways within the school. For example – acknowledgement of student volunteering within the school community.	Student Empowerment, Whole student approach and Teaching and Learning focus modules	Whole school matters, Community Matters and all curriculum booklets	1, 2, 3, 4, 7, 8, 9, 10
		Teaching and learning for engagement	Teachers need to be clear about active pedagogy for wellbeing – kids are engaged when they are socialising and enjoying their learning – not being passive recipients.	Teaching and Learning focus module	Whole School Matters, Teaching and learning booklet and all curriculum booklets	1, 4, 5, 6, 7, 10
		Curriculum content and integration	Integrating curriculum content e.g. across the school to ensure all teachers are aware that it's not only what you teach but how you teach.	Teaching and Learning focus module	Whole School Matters, Teaching and learning booklet and all curriculum booklets	1, 4, 5, 6, 10

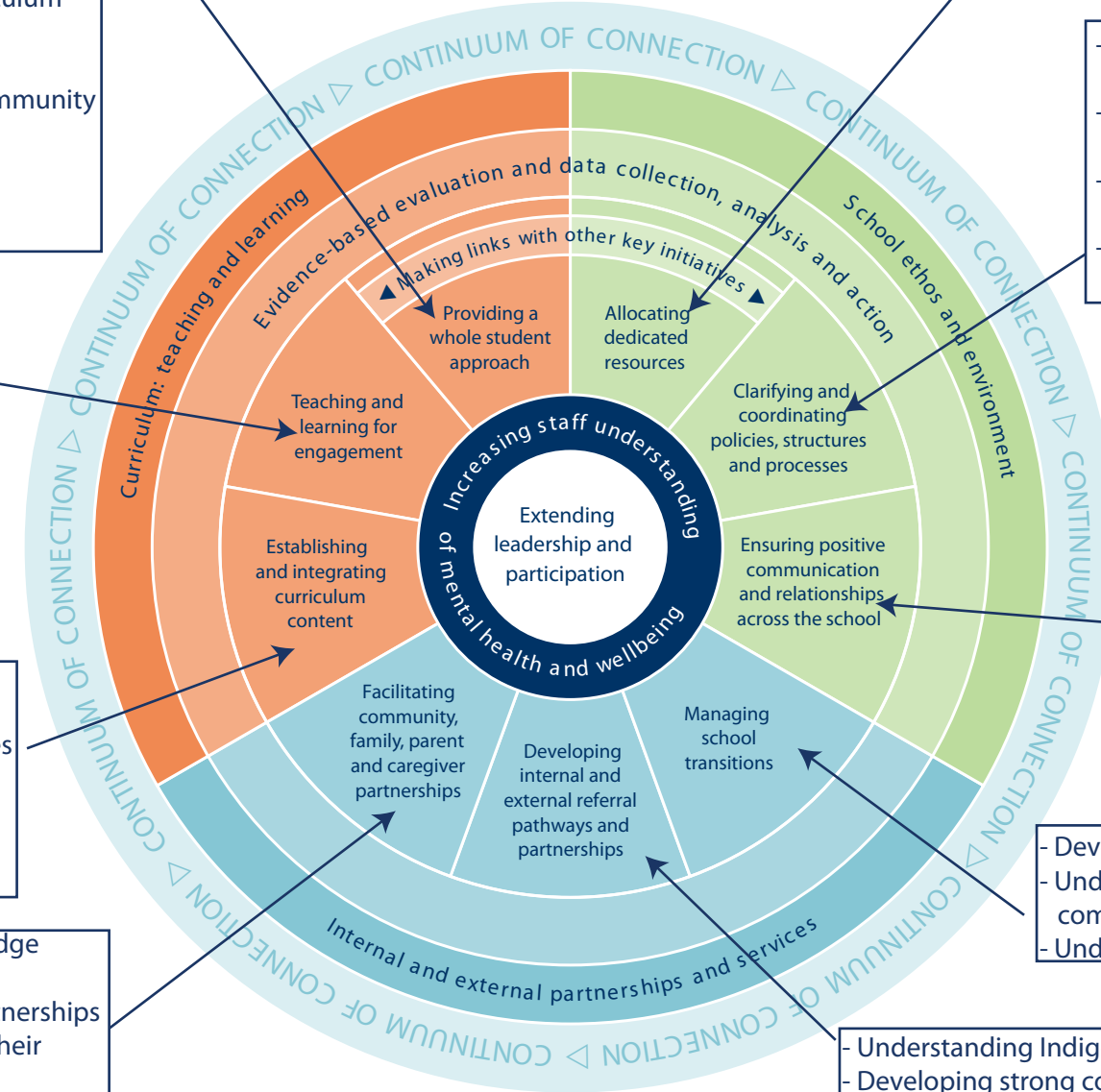
LINKS WITH MINDMATTERS AND EMBEDDING ABORIGINAL AND TORRES STRAIGHT ISLANDER PERSPECTIVES

- Understanding Indigenous knowledge frameworks
- Awareness of your organisational environment
- Developing strong community partnerships
- Personal and professional accountabilities
- Planning, developing and evaluating curriculum materials
- Assessment and reporting
- Understanding your students and their community
- Understanding language and appropriate language usage
- Understanding Indigenous protocol
- Critical understanding and review of text

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For further information visit:

<http://education.qld.gov.au/schools/indigenous/educators/eatsips-overview.html>

http://mindmatters.edu.au/whole_school_approach/the_whole_school_approach_landing.html