IPM Sample: Aboriginal and/or Torres Strait Islander Culturally Inclusive Curriculum

Rationale

This resource supports schools when developing Implementation and Progress Monitoring (IPM). It is an example only. Each school will create their own unique IPMs, to address their specific context and their individual needs.

Fundamental elements of the IPM example are the use of case studies, professional learning, student pulse surveys, parent focus groups and engagement with AECG and/or Community Elder/s and/or other local Aboriginal Organisations and stakeholders.

Contextual information: Data including staff surveys, student pulse surveys, academic achievement and HSC attainment, retention, personalised learning pathways and TTFM were analysed as part of the school's Situational Analysis. This led to the driving question "To what extent is our school curriculum culturally inclusive?"

This guided the school to a specific focus of improvement; Staff professional learning to support the cross curriculum focus on local history and culture while maintaining students' cultural identity.

Timeframe for use

One year of a four-year plan. Each school will determine the timeframe regarding implementation of each activity. The implications at each QDAI analysis point will determine the next steps to be taken.

Note: There is a great deal of information in the example but there is no expectation that this will all be achieved in one year.

Intended audience

The primary audience for this resource is school Principals (with secondary enrolments), executive teams and school staff. It may also be used by Directors, Educational Leadership (DELs),

Principals School Leadership (PSLs), Principal Coach Mentors (PCMs) and other Educational support staff.

Instructions for use

This will be used by schools when developing their IPMs as part of the School Excellence Cycle. Principals should review this resource with key staff to discuss how its contents may be useful in their school's context and consider how it might inform the development of the school's Implementation and progress monitoring.

Evidence base

This resource was collaboratively developed by PSLs, DELs, Strategic School Improvement and Capability, Implementation and School Excellence business units, State AECG representatives and representatives of the Secondary Principals Council Aboriginal Education reference group.

The research base for this resource includes the School Excellence Framework, What Works Best in Practice (CESE) and DoE Inclusive Education case studies.

Alignment to system priorities and/or needs: School Excellence Policy, School Excellence Procedures.

Alignment to School Excellence Framework: Curriculum, Assessment, Reporting, Wellbeing elements in the Learning Domain; Effective Classroom Practice, Learning and Development elements of the Teaching Domain.

Consulted with: PSLs, DELs, Capability, Implementation and School Excellence and Aboriginal Outcomes and Partnerships Directorate.

Reviewed by: Aboriginal Outcomes and Partnerships Directorate

Created/last updated: December 2023.

Anticipated resource review date: December 2024. To ensure ongoing improvement of this resource, feedback on this resource can be provided via this link or QR code below.

NSW Department of Education

Strategic Improvement Plan (SIP): Implementation and Progress Monitoring

Aboriginal and/or Torres Strait Islander Culturally Inclusive Curriculum

Sample for a 1-year component of a 4-year SIP.

Each school should determine the timeframe regarding the implementation of each activity for their own context.

Theory of action for this IPM sample:

NEED: a culturally inclusive whole school, context-based, curriculum where Aboriginal languages and cultures are embedded in teaching and learning for all Aboriginal and non-Aboriginal students, as agreed to through the local protocols.

IF WE: collaboratively develop context based cross-curriculum teaching and learning projects with teachers, Aboriginal education workers and local Aboriginal community members or organisations.

AND: ensure that the process for the curriculum design authentically reflects upon the cultural, linguistic and religious diversity of students,

THEN: the staff can consider the diverse needs of all students when planning lessons,

SO THAT: A culturally inclusive school and learning environment promotes identity, a strong sense of belonging and aspiration for Aboriginal students.

Initiative	Activity	Resources	Evaluation

SEF elements
Learning Culture Wellbeing Curriculum
 	
Team
Senior Exec, CIPT
 	
When
Term 1, Week 1 – 3
 	
Tracking
◯◯●
	HIPL: Culturally Inclusive Curriculum
	
	As a result of our previous community consultation we have identified that our focus for this term is to establish an understanding of staff strengths, identified challenges and areas for development in relation to providing culturally inclusive teaching and learning at our school.
	
	Week 1: SDD Executive team lead an introductory session to discuss cultural inclusivity by;
	
	  ▪ Brainstorming in cross-faculty groups - What is cultural inclusivity and what would a culturally inclusive curriculum look like?
	
	  ▪ Walking through the Cultural inclusion (nsw.gov.au) site on the DoE intranet and then reflecting on similarities and differences between previous activity and site.
	
	  ▪ Case study activity using 2 CESE case studies for 'inclusive education' and discussion guide.
	
	  ▪ Exit slip collected from all staff covering reflections and next steps for their own practice regarding the day's session.
	
	Case Study - Narrandera High School - Inclusive education in NSW schools
	
	Case Study - Wentworth Public School - Inclusive education in NSW schools
	
	Inclusive education case studies discussion guide
	
	Week 3: Whole school staff meeting: Senior Executive and HT lead reflection
		DP to lead Cultural Inclusivity Project Team (nil cost).
		
		SDD Term 1.
		
		Staff Meeting Week3 and 8.
		
		Executive release.
			Q:
			What are the most significant areas for improvement identified through whole school self- reflection on cultural inclusivity? What are the priority areas and how will we know we get the improvement we want?
			
			D:
			Staff Exit Slips, Project outline, Faculty PMIs.
			
			A:
			Collected evidence demonstrates that 80% had no knowledge of local Aboriginal history with 90% of staff indicating regular sessions with the Local AECG and/or Elder/s would be beneficial. All staff indicated a desire to participate in Acknowledgement of Country training.
			
			PMI activity identified large gaps in all faculty programs regarding regular cross- curriculum reference to student culture and identity based on the details on the DoE Cultural Inclusion website.
			
			The CIPT was established with one

	activity (PMI) focused on current faculty programs and practices in relation to culturally inclusive environments and curriculum. Identification of members for the Cultural Inclusivity Project Team (CIPT).
	
	Week 4: Executive meeting: mapping of faculty feedback and exit slips from SDD. Key Focus areas identified.
	
	Week 8-9: CIPT meeting with Community Elders and AECG representatives to outline phase 1 for the project:
	  ▪ Local History sessions with all staff in preparation for development of Local History sessions for stage 4.
	  ▪ Connect before Correct (from Narrandera HS case study).
	  ▪ Upgrade for Aboriginal Learning and Engagement Centre into an intervention and support space.
	  ▪ Development of a 'pulse-survey' aligned to Connect before Correct + student Term 2 survey.
	  ▪ Project outline is developed and presented to Executive Team.
	Review: Week 9-10: Whole school staff meeting to feedback the outline from CIPT session with community and Elders as focus for the rest of the year.
	
	Week 10: Executive meeting outlines PL and planning schedule for rest of year. (An opportunity for end of year review to ascertain impact may be planned).
		faculty staff member from all faculties, 3 HT and 1 DP. At their first meeting they contacted their Local AECG to enquire if Local Elders were willing to work with staff on local history and Culture.
		
		We developed a schedule for visits by local Elders. A pulse survey for students was developed and trialled. Initial areas for improvement that were identified include: Staff connection to local history & community, improved student sense of identity and belonging and cross- curriculum focus on local history and student identity.
		
		I:
		As Term 1 was focused on reflection, baseline evidence, data collection and the development of the CIPT, the IPM activity outline for Term 2 only needs the Staff Meeting on local history to move from Week 4 to Week 5 each term. Student pulse survey data and feedback from parent focus groups will be collected as evidence of impact over the course of the year.

		Evidence Staff Exit Slip summary sheet

			Project outline and timelines Faculty PMI summary.
Initiative **SEF elements** Learning Culture Wellbeing Curriculum **Team** Senior Exec, CIPT **When** Term 2, Week 1 **Tracking** ○○●	**Activity** **HIPL- Culturally Inclusive Curriculum** *The focus for Term 2 will be to start the staff local culture immersion work, develop and implement the Connect and Correct process with students and identify from student surveys improvement areas for the Aboriginal Learning and Engagement Centre.* **Week 1:** Student initial pulse survey identifying sense of belonging, curriculum content and cultural identity provided to capture a baseline (include a rating scale). This survey also captures information regarding improvements for the Aboriginal Learning and Engagement Centre (ALEC). This will also be valuable to use with TTFM. **Week 2:** CIPT meet and develop the 'Connect before Correct' protocol document for sharing with all staff. CIPT review the current Personalised Learning Pathways (PLP) document and included a 'go-to' person who they will meet with at least twice a term. Adjusted timeline for PLP meetings with families developed. **Week 2:** Group 1 Connecting to Country with Local/ Regional AECG: 8 staff members with feedback sheets collected from all participants.	**Resources** DP to lead CIPT (nil cost). 8 x Staff Release (3 days). Aboriginal background – flexible $12,000. Local protocols should be followed regarding renumeration of Elders for their cultural knowledge and time.	**Evaluation** **Q:** What does the baseline student data show regarding key factors of identity and belonging? What have been the initial indicators of shifting cultural, historical and personal perspectives for staff? **D:** Student Pulse Survey data, 'Connect before Correct' protocol, Faculty minutes. **A:** Analysis of the student pulse survey data indicates there are some staff (10 named) who regularly engage with students personally and contribute to a classroom based 'sense of belonging'. Overall the student data indicated a rating of 4/10 for school level cultural identity, belonging, inclusivity etc. Survey data also indicated the ALEC being available for all

	Week 3: Staff Meeting: CIPT deliver the 'Connect before Correct' protocol with all staff-feedback and discussion sought (via Google Form/ Jamboard/ Miro). Expectation is for protocols to be starting that week (trial). **Week 5:** Staff meeting - 2 AECG members and local Elder present first local history session with staff. **Week 6:** Faculty meetings: discussion and feedback on the 'Connect before Correct 'protocol - HT to identify any staff who may need additional support. **Week 9:** Staff email: Staff short survey regrading initial perceptions of 'Connect before Correct' and increased focus on cultural inclusion. **Review: Week 10**: CIPT and executive meeting to reflect on the start of phase 1, areas of need arising and adjust the outline for Term 3.		students would help them to feel that their Culture was being shared and help non-Aboriginal students understand them better. 'Connect before Correct' protocols have been positively accepted with anecdotal evidence indicating 90% have started to shift their classroom language and approach. First Local history session between Community and staff was positively received with all participants keen for Term 3. **I:** Change the name of the ALEC to Aboriginal Learning and Inclusion Centre in the Activity outline for Term 3. Add an additional faculty check-in for "Connect before Correct' in Week 4.
			Evidence Staff Exit Slip summary sheet Project outline and timelines Faculty PMI summary.
Initiative **SEF elements** Learning, Culture, Wellbeing, Curriculum	**Activity** **HIPL- Culturally Inclusive Curriculum**	**Resources** DP to lead CIPT (nil cost) 8 x Staff Release	**Evaluation** **Q:** What have been the most noticeable indicators of shifting cultural, historical and personal

Team Senior, Exec CIPT **When** Term 3, Week 1 **Tracking** ○○●	*The focus for this term will be to continue staff cultural immersion work, the 'Connect before Correct' protocols and start the refurbishment of the Aboriginal Learning and Inclusion Centre* **Weeks 1-6:** Painting and refurbishment to convert AL&EC space. An additional LaST (0.4) is employed from Week 5 to provide additional assistance in the Centre. **Week 1**: Student pulse survey as follow up from Week 1, term 2. Same/ similar questions with rating scale. **Week 2**: Group 2 Connecting to Country with Local AECG: 8 staff members with feedback sheets collected from all participants. **Week 5**: Staff meeting - 2 AECG members and a local Elder present second local history session with staff and co-design a local stage 4 Culture Camp for Term 4: (Led by CIPT) HT run focus groups with 5 students to get feedback on the Connect before Correct processes with their faculty teachers (collate ready for faculty meetings following week). **Week 4 & 6**: Faculty meeting: check-in on Connect before Correct protocols provide focus group feedback - identify strengths and areas for improvement.	(3days) Aboriginal background – flexible $12,000 LaST 0.4 x 15 weeks Socio-economic - flexible $11,538 $62,000 For refurbishment of AL&EC.	perspectives for students and staff after 3 terms? **D:** Term 2 & 3 Staff CTC feedback, Term 2-3 Student Pulse Survey data. **A:** Analysis of the student pulse survey data indicates that slight increase in staff (13 named) who regularly engage with students personally and contribute to a classroom based 'sense of belonging' overall the student data remained at a rating of 4/10 for school level culturally identify, belonging, inclusivity etc. 'Connect before Correct' protocols indicate a 2% improvement in staff shifting their classroom language and approach. Second local history session between community and staff was positively received with all participants contributing to Stage 4 Term 4 Culture Camp. Completion of the Aboriginal Learning and Inclusion Centre refurbishment was delayed by 1 week. Operation commenced in Week 6.

	Week 8: CIPT meeting: review term data, as well as co-ordinate and plan Stage 4 Culture Camp for Term 4. **Review: Week 10**: Executive meeting with CIPT to reflect on progress so far, analyse evidence and data and adjust Term 4 if required for end of year data analysis.		**I:** Review protocols for Aboriginal Learning and Inclusion Centre, establish an ongoing evaluation process.
			Evidence Term 2 & 3 Staff CTC feedback, Term 2-3 Student Pulse Survey data.
Initiative **SEF elements** Learning, Culture, Wellbeing, Curriculum **Team** Senior Exec CIPT **When** Term 4 **Tracking** ○○●	**Activity** *The focus for this term will be to consolidate the Phase 1 processes for improving cultural inclusivity through Connect before Correct protocols, local Culture and history PL for staff, and the redesign of the Aboriginal Learning and Inclusion centre.* **Week 1:** Review protocols for Aboriginal Learning and Inclusion Centre and develop an evaluation plan. **Week 3**: Parents and community focus group (phone)- feedback on Connect before Correct, Aboriginal Learning and Inclusion Centre- 20 Aboriginal families. **Week 4**: Stage 4 Culture Camp. **Week 5**: Final student pulse survey.	**Resources** DP to lead CIPT (nil cost) LaST 0.4 x 15 Weeks Socio- economic - flexible $11,538	**Evaluation** **Q:** What have been the most significant areas of improvement identified through whole school self-reflection on cultural inclusivity and what are the priority areas for 2022? **D:** Student Pulse Survey data, student/ family ACIC feedback, student attendance data (whole year 2019-2021 for comparison), staff feedback data, TTFM, Aboriginal Learning and Inclusion Centre survey, Stage 4 Culture Camp survey, data and feedback previously collected each term. **A:** Analysis of the student pulse survey data indicates a slight

	Week 6: Faculty meeting: Connect before Correct review focus end of year staff survey. **Week 8:** Collect survey information from all students and families regarding both the impact of changes made physically and as a whole-school resource to the Aboriginal Learning and Inclusion Centre and the Stage 4 Culture Camp. **Review: Week 8-9:** CIPT and Executive team review the year and prioritise the activity focus for 2022. CIPT meet with local community Elders and AECG to consult on the 2022 plan and identify a key connection point for them within the outline. Focus for 2022 will include curriculum inclusion.		change from Term 3 overall 'sense of belonging' increasing to 5/10 for School level cultural identity, belonging, inclusivity etc. 'Connect before Correct' protocols indicate a minimal improvement in staff shifting their classroom language and approach. Stage 4 Term 4 Culture Camp was a success with overwhelming support to repeat annually. Feedback also suggested if other stage groups could be invited to attend. Initial feedback from parents and community focus groups regarding the Aboriginal Learning and Inclusion Centre was positive noting the refurbishment was conducive to learning. Some families however were not aware of the refurbishment or how the centre would support students. Comparative attendance data indicated that whilst there was overall minimal improvement in attendance for students engaging with both the Aboriginal Learning and Inclusion Centre and the Stage 4 Culture Camp a slight upward trend was evident.

			I: Extend invitation to Aboriginal families not familiar with the Aboriginal Learning and Inclusion Centre as an opportunity to learn about and engage with the centre. IPM activities for 2022 to include continuation of: • Culture Camp and exploration re viability of other stage groups attending. • Local history sessions that involve AECG and local Elders. • Faculty 'Connect before Correct' review meetings to increase staff numbers. L&S team and executive to reflect on the progress of the program in relation to the achievement of PLPs. Envisaged that student attendance will improve with continued focus and regular monitoring of planned IPM activities.
			Evidence Student Pulse Survey data, student/ family ACIC feedback, Student attendance data (whole year 2019-2021 for comparison), staff feedback data, TTFM, Aboriginal Learning and Inclusion Centre survey, Stage 4 Culture Camp survey.