




2023 Creating Futures Summit Series: Conversations that matter

Transforming Indigenous Education in practice On, From, With and In Country, flowing with the TIDE

Tuesday 13 June 2023 8.15 am – 3.00 pm (AEST)

 #creatingfuturesummit

| Time | Event | Presenter |
|-------------|--|---|
| 8:00 | Registration in Foyer | Arrival Tea and Coffee |
| 8:25 | Online log-in opens | In-person delegates to be seated |
| 8:30 | Welcome to Country  | Ted Williams, Elder Mibbun Jinndi (Eagles' Nest) Dance Group from Beenleigh State High School <i>Gurri nginde narme</i> Dr Candace Kruger , Yugambah Elder and Songwoman and Mark Williams , Wiradjuri Man on Didgeridoo |
| | Special Welcome Message | Professor Carolyn Evans Vice Chancellor and President, Griffith University |
| | Housekeeping | Master of Ceremonies: Shirley Chowdhary Live Graphic Illustrator Dr Sue Pillans & Arabella Walker , Wulli Wulli Woman, Contemporary Australian Indigenous Art (CAIA), Griffith University |
| 8:55 | Session 1 | Purpose, Importance & Hospitality: <i>Garulbo</i> (Together) |
| | Provocation 1 Transforming Indigenous education: A call for action and equity | Professor Cindy Shannon AM , descendent of the Ngugi people from Moreton Bay Deputy Vice Chancellor (Indigenous, Diversity and Inclusion), Griffith University Exploring the current state of Indigenous education and proposing practical solutions, is a call for transformative action, equity, and cultural integration to improve outcomes for Indigenous students and communities. |
| | Provocation 2 New Frontiers In Culturally Responsive Teacher Pedagogies: Teachers Working with Aboriginal and Super-Diverse Learners <i>Remote</i> | Professor Lester-Irabinna Rigney , descendant of the Narungga, Kaurna and Ngarrindjeri peoples of South Australia, Co-Chair Pedagogies for Justice Group, Centre for Research in Educational and Social Inclusion, Education Futures, University of South Australia What pedagogies work for Aboriginal and superdiverse learners? What is the instructional core of my own classroom. Which students benefit and which ones are excluded? What are the principles of culturally responsive teacher practices post pandemic. |
| | Provocation 3 Decolonising Modernity: Unveiling the veils of racism <i>Remote</i> | Professor Yin Paradies , Wakaya Man Alfred Deakin Professor and Chair in Race Relations at Deakin University What is racism and its effects on society? How do we decolonise our societies, ourselves and our processes? |

Transforming Indigenous Education in practice On, From, With and In Country, flowing with the TIDE



| Time | Event | Presenter |
|------|-------|-----------|
|------|-------|-----------|

Provocation 4

Who are you?

[Nathaniel Tamwoy](#), Proud Arugun Man from Badu Island in the Torres Strait

When summits focus on 'teaching' and 'teacher education', often the 'person' is lost in the narrative. Knowing who you are is the first step in creating relationships that are authentic and critical not only to the lives of the young people in your care but for the future of education.

Q&A Panel

Wallull gurganma
(many talk)



Provocation presenters facilitated by [Shirley Chowdhary, MC](#).

Submit your questions and comments for the panel via the **Interact Q&A** feature

Think Tank 1



What does transformative Indigenous teaching and teacher education mean to you?

Voice

Indigenous Youth School Voices

9:50

Session 2

Forward Thinking. Imagining it better: *Yaburuhma*
(Always doing)

Video



Desert Pea Media

Provocation 5

Live from project location in Bourke
with young Indigenous artists

Remote

[Toby Finlayson](#), CoFounder, Creative Director & [Matthew Priestley](#), proud Mehi Murri man from Moree, NSW, a member of the Terry Hie Hie clan of the Gomilaroi Nation, Co-Founder, Chairperson, [Desert Pea Media](#)

Provocation 6

It is not my responsibility: Practical
ways to Weave & Connect to your
Community.

[Jackie Bennett](#), Cultural Consultant and Educator, Connecting The Dots Through Culture, Kamilaroi/Bigambul woman

For too long now Educators from all sectors have avoided the responsibility of embedding Aboriginal & Torres Strait Islander perspectives into their practice. Some of the reasons being - it is too hard, not sure about how to do it or there is simply no time. So whose responsibility is it? Is it mine as a Cultural Consultant or is it yours as an Educator? If you are not sure join me as we unpack 5 easy practical ways to Weave & Connect to your Community so that you and your team can go on this journey together. This is everyone's responsibility.


Transforming Indigenous Education in practice On, From, With and In Country, flowing with the TIDE



| Time | Event | Presenter |
|--------------------|--|--|
| | <p>Provocation 7 Beyond the school gate</p> | <p>Phillip Brooks, Deputy Director General, First Nations Strategy and Partnerships, Descendant of the Bidjara Tribe (Great Grandfather), the Kairi Tribe (Great Grandmother) and the Ducabrook Clan located at Springsure, Central Queensland</p> <p>Carmel Ybarlucea, Executive Director Strategy, Policy and Governance, First Nations Strategy and Partnership, Queensland Department of Education.</p> <p>Parents are children’s first teachers. How do schools effectively engage with parents and community leaders to support children to realise their full potential at school and within their communities.</p> |
| | <p>Provocation 8 Imagine the What If</p> | <p>Kylie Captain, Founder and Director, Dream Big, Education Wellbeing & Consulting. Proud Gamilaroi woman</p> <p>Author and educator Kylie Captain shares her knowledge and experience to allow us to reflect on the power of education and relationships. This session will enhance our understanding of the transformative power of education and demonstrate how the unbreakable connection to kin and Country can empower all Aboriginal learners to engage fully in education and imagine the limitless possibilities of 'what if'.</p> |
| | <p>Q&A Panel Wallull gurganma (many talk)</p>  | <p>Provocation presenters facilitated by Shirley Chowdhary, MC.</p> <p>Submit your questions and comments for the panel via the Interact Q&A feature</p> |
| | <p>Think Tank 1 Outcomes</p>  | <p><i>Which of the top 5 statements resonates the most?</i></p> <p>What does transformative Indigenous teaching and teacher education mean to you?</p> |
| | <p>Think Tank 2</p>  | <p>What could be our vision for the future of Indigenous teaching and learning practices?</p> |
| 10:45 | MORNING TEA | 25 minutes. Please be back in seats by 11:15am |
| 11:15 | Session 3 | Realising the vision: Nyah Nyah (Look all around) |
| Performance | | <p>Dr Candace Kruger, Kombumerri Ngugi</p> <p>Mark Williams, Wiradjuri</p> <p>Aric Kruger, Kombumerri Ngugi</p> |





Transforming Indigenous Education in practice On, From, With and In Country, flowing with the TIDE





| Time | Event | Presenter |
|-----------------------|--|---|
| Provocation 9 | Culturally Nourishing Schooling | <p>Associate Professor Kevin Lowe, University of NSW, Gubbi Gubbi man from southeast Queensland.</p> <p>This provocation will focus on collaborative efforts with teachers to change practices and work with aberrational families and communities to develop micro treaties that establish long-term sustainable relationships between schools and local Aboriginal communities.</p> |
| Provocation 10 | Moving across the Intercultural development continuum toward responsiveness in Teacher Education | <p>Dr Justine Grogan, Senior Advisor, Aboriginal & Torres Strait Islander Education, Australian Institute for Teaching and School Leadership (AITSL), A First Nations Wongaibon descendant</p> <p>Over the last four years, the Australian Institute for Teaching and School Leadership (AITSL) has had the privilege of facilitating extensive research and consultation with First Nations education experts to explore cultural responsiveness in the Australian teaching workforce. AITSL's <i>Intercultural Self-reflection toolkit</i> was developed as a foundational tool to enhance culturally responsive practice, which in turn, aims to create supportive environments for Aboriginal and Torres Strait Islander students and staff and increases cultural safety in Australian schools.</p> |
| Provocation 11 | Ways of the old, connecting culture to classroom. <i>Murrun gurrun guwal</i> learn as a family | <p>Mr Nathanael Edwards, Principal, Radiant Life College, proud Dugulbarra - Dyrribarra and Bagirbarra man part of MaMu Nation from Far North Queensland</p> <p>Let's explore the powerful connection between traditional knowledge and contemporary education, fostering a sense of community and cultural integration in the classroom.</p> |
| Provocation 12 | Kulini: ethical listening and lifting the curse of the externally imagined. An Anangu education story. | <p>Dr. Sam Osbourne, Associate Director: Regional Engagement, University of South Australia</p> <p>In the current policy era of voice, educators and researchers must consider ethical and pedagogical implications for listening. Dr Osbourne will share a range of Anangu Education first language and culture initiatives that respond to Anangu voices and demands and consider the power and positional shifts that are vital in this work.</p> |
| Q&A Panel | Wallull gurganma (many talk) | <p>Provocation presenters facilitated by Shirley Chowdhary, MC.</p> <p>Submit your questions and comments for the panel via the Interact Q&A feature</p> |
| Think Tank 2 Outcomes |  | <p>Which of the top 5 statements resonates the most?</p> <p>What could be our vision for the future of Indigenous teaching and learning practices?</p> |

Transforming Indigenous Education in practice On, From, With and In Country, flowing with the TIDE







| Time | Event | Presenter |
|--|---|--|
| Think Tank 3 |  | What are the most important strategies to realise our vision? |
| 12:00 | Session 4 | Sharing of Practice: <i>Gaureima</i> (To tell our stories) |
| Video |  | Dr Candace Kruger to showcase 2 video examples: <i>Kombumerri Together Project</i> with one of Uncle Graham's cultural stories for educators on Kombumerri Country <i>The Southport School: Identity Shining Through Student Voice</i> |
| Provocation 13 The Power of Choice: Circular System of Empowering Voices, Equitable-shaped Practices, and Decolonising Narratives | | Lystra Bisschop (Rose) , Editor-in-chief of <i>Surfing Life</i> magazine, multi-award-winning author, teacher and publisher. A descendant of the Guugu Yimithirr, Birri Gubba and Erub people. Journalists, writers, and educators are custodians of stories, not owners. How can we embrace diverse learning through Indigenous circular systems by developing emotional intelligence and decolonising strongholds so that we all rise when the tides of change come in? |
| Provocation 14 Embedding Yugambah language into the curriculum | | Allison McClean , Principal and Gary Crosby , Teacher, Waterford West State School The integration of Yugambah language as a vital component of the curriculum, promoting cultural preservation, linguistic diversity, and a deeper understanding of our community. |
| Provocation 15 Keeping Kuku Yalanji Language alive | | Randal Smith , Principal, Mossman State School The many layers and threads that sit around, lie within, and create the tapestry of the Kuku Yalanji Language program at Mossman State School. |
| Q&A Panel Wallull gurganma <i>(many talk)</i> |  | Provocation presenters facilitated by Shirley Chowdhary, MC . Submit your questions and comments for the panel via the Interact Q&A feature |
| Voice | | Queensland College of Teachers' (QCT) Queensland Beginning and Early Career Teachers (QBECT) Voices |
| Think Tank 3 Outcomes |  | <i>Which of the top 5 statements resonates the most?</i> What are the most important strategies to realise our vision? |

Transforming Indigenous Education in practice On, From, With and In Country, flowing with the TIDE

| Time | Event | Presenter |
|---|---|---|
| Think Tank 4 |  | How can school leaders support transformative strategies to embed Indigenous knowledges and practices? |
| 13:25 | LUNCH | 25 minutes. Please be back in seats by 13:50pm |
| 13:50 | Session 5 | Implications for Initial Teacher Education: <i>Nyeumba</i> (To teach) |
| Performance | | Aboriginal Centre for the Performing Arts Traditional Torres Strait Island Dance – Saibai Island/Bamaga |
| Provocation 16 Taking a Barometer to Indigenous Futurities | | Prof Tracey Bunda , Faculty of Humanities and Social Sciences, The University of Queensland. A Ngugi/Wakka Wakka woman and grew up on the lands of the Jagera/Jugera/Yuggerapul peoples As educators are we on track to contributing healthy and productive futures for Aboriginal and Torres Strait Islander children , the ancestors of the future? And as important, are we contributing to future healthy countries ? The provocation, framed in Aboriginal ways of knowing and practising relationality, ponders these questions. |
| Provocation 17 Let's build bridges... | | Dr Peta Salter , Senior Lecturer (Curriculum and Pedagogy) Education, James Cook University Last year, the National Teacher Workforce Action Plan called to “Co-design actions to attract and retain more First Nations teachers”. What does an attractive bridge into initial teacher education look like, and what bridges do graduates build when they get there? |
| Video |  | From location in Purnululu Aboriginal Independent Community School, Kimberleys, Western Australia |
| Provocation 18 Giving preference to Aboriginal voices in remote schools: Listening and learning with community | | Libby Lee-Hammond , Principal & Gija Assistant Principal Sophie Mung , Gija Woman Purnululu Aboriginal Independent Community School Participants will be invited to consider the role of the 3Rs in Aboriginal education, that is: Responsibility, Respect and Relationships (Jackson-Barrett, 2011). The provocation will highlight how schools must look deeply at these areas as starting points for engaging Aboriginal students, their families and communities in education. |
| Provocation 19 Planning, Programming and Practice. Prioritising and Promoting Culture in Senior Curriculum Spaces | | Tate Williams , Principal Hymba Yumba Independent School How to prioritise Indigenous knowledges and perspectives in an authentic way in your curriculum planning and engage both jarjum and staff in immersive learning experiences. |

Transforming Indigenous Education in practice On, From, With and In Country, flowing with the TIDE

| Time | Event | Presenter |
|--|---|---|
| <p>Q&A Panel</p> <p>Wallull gurganma (many talk)</p> |  | <p>Provocation presenters facilitated by Shirley Chowdhary, MC.</p> <p>Submit your questions and comments for the panel via the Interact Q&A feature</p> |
| Voice | | Initial Teacher Education Student Voices |
| <p>Think Tank 4 Outcomes</p> |  | <p><i>Which of the top 5 statements resonates the most?</i></p> <p>How can school leaders support transformative strategies to embed Indigenous knowledges and practices?</p> |
| Think Tank 5 |  | How can initial teacher education programs support Indigenous students and equip ITE students with knowledge, skills and disposition to support Indigenous practices? |
| 14:55 | Session 6 | Country Up: Jarara (A call to action) |
| Think Tank 6 |  | We are now all swimming in the brackish water. How can I flow with the TIDE to clearer waters? What are 3 actions you will commit to ... tomorrow (toe dip), next month (wade in), next year (dive in)? Finish this sentence, I will ... |
| Synthesis & Communiqué | | Professor Donna Pendergast , Director of Engagement, Arts, Education and Law & Professor Frances Press , Dean and Head of School, Education and Professional Studies, Griffith University |
| 3:00 | Close of Summit | |

Priority Connections to the United Nations Sustainable Development Goals

