

EDITION 12: HOW DO WE CELEBRATE SUCCESS?

Transcript

Ben Pisani & Terri Lee-Fitzpatrick

Ben:	00:03	Hi, welcome to the graduate teacher learning series podcast channel. I'm Ben and I will be hosting this session. In this podcast series, we will be talking to graduate teachers, mentors and experts about a variety of different topics that relate to each editions framing question. We will also get the graduates and mentors to share some reflections on their practices that may assist you in yours. Okay, so sit back and relax and let's get into this edition of the graduate teacher learning series podcast, talking to an expert
Ben:	00:45	Who are you and where do you work?
Terri:	00:54	Hi my name is Terri Lee Fitzpatrick, I'm a Yarrajandu, Yarru woman from Broome in Western Australia and I've been in Melbourne for 19 years, teaching at the Thornbury Primary School. At Thornbury I am the LOTE teacher, the language Woiwurrung language and cultural teacher. I basically teach, Woiwurrung to all grades prep to year six as well as being a language program, it's also part of my teaching is dealing with cultural knowledge and historical.
Ben:	01:33	Can you tell us a bit about how your school supports Aboriginal perspectives?
New Speaker:	01:37	Well, I'm not sure if you have heard, but on Friday, the 25th of November, we received a state education, excellence award for our commitment to Koorie Education. We run a language program, an Aboriginal language program. We celebrate certain events throughout the year. We commemorate certain events

as well, like Sorry Day, have language Woiwurrung language displayed right around the school. Teachers do cultural awareness training and other professional learning. I provide professional learning as well for teachers through the work that I do, really trying to train them up and increase their knowledge about Aboriginal languages and more specifically how to have a greater knowledge of perhaps the sound system so that they can practice it as well with the kids in their own classrooms. We try to get community members involved in terms of what we do, to get their perspective as well. We have all our curriculum teachers when they plan their learning units of work, they, we have indigenous perspectives throughout our curriculum as well as, teachers will also liaise with me so that we are working collaboratively as well in terms of what they teaching. We have an indigenous garden, which we're having a formal opening this Friday. Part of the garden is a food garden, but we also have what we were calling a weaving garden. So, we [are] planting resources that we can use to teach kids things like basket weaving. Lots of plants as well that kids can learn about in terms of food and nutrition. We've actually got, have planted a Murnong patch. Murnong is a yam. It was a very important source of food for people in this part of the country. They farmed, they actually farmed the Yam, Daisy, the Murnong. And when Europeans came with their sheep and their cattle, that all got stripped away. But we've got a little Murnong on patch happening at our school. So hopefully we'll be able to harvest and get the kids to have a go at eating and cooking and learning about it. Yeah.

Ben: [04:27](#)

As a teacher, how have you supported other teachers to develop their own perspectives on every regional culture?

Terri: [04:33](#)

As a LOTE teacher, like I said earlier, I run professional learning workshops each term for me to work with teachers and not just graduate teachers but all teachers in terms of , giving them some knowledge about Aboriginal languages and give them a little bit of training so that they develop their skills in and knowledge of the sounds of Aboriginal languages so that they can also practice the use of the Woiwurrung that we use in the school; basic greetings and classroom commands and things like that. In terms of indigenous perspectives in the curriculum, we work as a whole school, I think in terms of, ensuring that teachers are knowledgeable about those perspectives across our Victorian Curriculum. Classroom teachers themselves, when

		they are planning their units of work, they will come to me or seek me out in person or via email asking for help and assistance in terms of planning their units so that they do cover the necessary perspectives across the curriculum.
Ben:	05:53	What resources do you direct teachers to use to help them develop their understanding of Aboriginal culture?
Terri:	06:01	ABC Education section has a lot of resources. Fuse is a great website or resource that you know, has a lot of indigenous resources available. For example, I was part of the revamping of the Koorie English resource that, which has been launched via Fuse, which is a great one for graduate teachers to really learn about the language that the kids come to school with, that it's a dialect of English and not a poor form of English and there's lots of information within that resource in terms of Koorie English as a dialect of English and also lots of good strategies that they can implement in their, into their own teaching.
Ben:	06:58	So what qualities do you think make a great teacher?
Terri:	07:02	Everyone is unique and has their own unique personality. So, we all come, yeah with, different beliefs and values. Look, the first thing I would say, regardless of who you are, I think a really important thing for teachers is to have the ability to develop relationships with students. That's the foundation before you can really, your ability to develop relationships with students, with their parents, with family and with colleagues. So, having good relationships, I would probably say cultural competence, having a really good sort of understanding of their own culture and an ability to understand other cultures and to be able to work with those in terms of helping kids maintain their identity as well, not just, yeah. Being a good communicator, obviously, being able to speak to students, parents, teachers, having high expectations for kids and particularly for Aboriginal kids because it's been a common thing that I've come across where teachers have low expectations of Aboriginal kids. So, my thing is high expectations for all kids, but in particular for Aboriginal kids.
Ben:	08:49	What department resources have you found to be particularly useful in your practice as a teacher as well as supporting others within your school?

Terri:	08:57	Well, as a teacher myself personally, part of our, my job is when I'm planning that I am making sure that my planning reflects High Impact Teaching Strategies, that we are guided by the practice principles and I think for graduate teachers that's a really good place to start looking, at the AITSL principles and particularly if want to know a bit more about working with Aboriginal students, there are sections in there that are really quite helpful in terms of, you know, providing guidance and working with Koorie kids
Ben:	09:45	As a school with a particularly strong indigenous studies program. What advice do you have for other schools on developing their practice to better support Aboriginal perspectives?
Terri:	09:56	I think the first thing a school can do is make sure that they teachers receive some professional learning, whether it's cultural awareness or even guiding them through the curriculum material. Being aware of the indigenous perspectives within the curriculum. The other thing is for schools to find out who are the kids in their school who may be indigenous? What land is their school built on? How can they connect with those community members? How can they find out more? Within the school they can, you know, there's lots of different things that they can do in terms of physical things, I guess. Like the garden, like an indigenous garden, inviting artists, an artist in to work with kids to create artwork that reflects indigenous perspectives. The schools can check out other schools like ours, like Thornbury Primary School. We do get lots of, like I said, calls and emails, people wanting to know. There are 10 other schools in Victoria that have an Aboriginal LOTE program. There are other schools within the metropolitan area that have higher populations of Koorie kids. So, I'm sure that they do other things. Graduate teachers could go to places like the Koorie Heritage Trust. They have easy access to workshops and even just to go in and visit the center, they have displays. Schools can organize people from the Koorie Heritage Trust to come out and run cultural awareness training. Schools and teachers can also access Wurundjeri Council who also does similar things in terms of cultural awareness training and they offer professional learning for teachers I think Koorie Heritage Trust is a great place. It's one of the places that we access a lot. We've had people come out and run workshops here at school. Another one is Bunjilaka at Melbourne Museum. Just go and visit the

Bunjilaka, the Aboriginal section and go for a walk through there and read up and learn. Yeah.

Ben:

[12:20](#)

And that's it for the graduate teacher learning series podcast. Thank you to our guests for sharing their experiences. And thank you for listening. We'll see you next time. Bye for now.