

PART B: REFLEXIVITY AND FOLLOWING RELATIONAL PROCESS

This part of the survey is designed to get you thinking about some of the deeper attitudinal and values-oriented questions that are at the heart of working with Aboriginal communities and creating intercultural understanding in your school environment. Individuals may fill out copies of this section on their own, and then come together and discuss, and/or you may think about the school/staff as an “entity” in relation to the questions.

1. How would you characterise your own cultural background? Do you feel like your own culture was represented in your experience going to school? What was the effect of this on you?

2. What do you know about your family history and how you personally came to be in Australia, living on the unceded lands of the First Nations people local to where you live?

3. What do you know about the history of Aboriginal people and Country in your local area? Are there key historical events, figures, or locations of significance?

4. Why do you (personally) want to work with a First Nations Cultural Educator to your school?

5. What do you hope will be gained by doing this (for students, for staff, for the school community, for the local First Nations community, etc.)?

6. What do you see as the value of learning about First Nations cultural knowledge for all students (not just for First Nations students)?

7. What do you see as the biggest challenges that will need to be worked through as part of this process?
8. Describe your prior knowledge or experience of working with local Aboriginal people, communities, and knowledges.
9. What are the strengths of your own knowledge/experience in this area? Where are the gaps?
10. Are you aware of any local historical events that may still impact on the relationship between First Nations and non-Indigenous people in this community today, or the relationship between the school and the local First Nations community?
11. Do you believe you are genuinely “open-minded” to learning from other people’s perspectives on the world? What evidence do you have of this?
12. Do you believe you are able to accept criticism/critique, and respond in the spirit of learning from mistakes? What evidence do you have of this?
13. How do you react if you know you have caused offense to someone? What actions might you take to try to repair this relationship?
14. Are you prepared to spend time building relationships with local First Nations community members, and to listen to their knowledge, concerns and ideas?
15. Are you planning to be a member of this school community for a significant amount of time (2+ years)?
16. Who are the allies you will need to engage to ensure this work is a success and will continue beyond your tenure at the school? E.g. principal, local government or business leaders, First Nations community members, etc.
17. Are you prepared to advocate for local First Nations community members to be remunerated for the time and expertise they give to the school?

