

POTENTIAL OUTCOMES

| | FOR SCHOOLS AND SYSTEMS | FOR TEACHERS AND CLASSROOMS | FOR STUDENTS | FOR PARENTS AND FAMILIES | FOR FIRST NATIONS COMMUNITIES |
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| SHORT TERM 6-12 MONTHS | <p>Increased First Nations employment</p> <p>Improved relationships and lines of communication between school and local First Nations community</p> | <p>Improved empathy and understanding around First Nations issues</p> <p>Development of relationships with local First Nations people and communities.</p> | <p>More exposure to First Nations peoples, places and understandings from their local context</p> <p>Better education about and empathy for First Nations peoples and issues</p> | <p>Students begin to educate parents/families about what they are learning from local Country and community</p> | <p>Increased voice and agency in local schooling practices</p> <p>Increased employment opportunities in the education sector</p> <p>More positive relationships with local schools and the people within them</p> <p>Opportunity to shape the narratives that non-Indigenous people are receiving about First Nations people</p> |
| MEDIUM TERM 1-3 YEARS | <p>Improved engagement with First Nations families</p> <p>Improved attendance and engagement from First Nations students</p> <p>Fewer instances of racism against First Nations students/staff reported</p> | <p>Less resistance and fear from teachers to engage with First Nations perspectives within the curriculum</p> <p>More engagement with truth-telling and higher-order thinking in the teaching of First Nations perspectives and knowledges</p> <p>Improved attendance and engagement from First Nations students</p> | <p>Ability to think critically about representations of First Nations peoples they encounter in mainstream media and in the opinions of others</p> <p>Reduced experience of or perpetuation of racism and stereotypes</p> <p>Improved attendance and engagement for First Nations students</p> <p>High engagement for all students</p> <p>All students feel a better sense of belonging to their local school and community</p> | <p>Parents and families grow their own intercultural understanding</p> <p>Parents and families support school efforts toward elevating the place of First Nations perspectives and knowledges in the school</p> <p>Parents and families understand better how to best interact with and support/"give back" to local First Nations Country and community</p> | <p>Reduced experience of racism and stereotypes</p> <p>Improved attendance and engagement for First Nations students</p> <p>Confidence in schools' ability to meet the needs of First Nations students grows</p> <p>Non-Indigenous people show support for efforts to improve First Nations representation and voice in the education system</p> <p>Shared decision-making exists between schools and First Nations peoples</p> |
| LONG TERM 3 YEARS AND BEYOND | <p>Relationships between schools and their local First Nations communities grow, deepen, and are sustained - communities have more trust in schools and are willing to support further school initiatives</p> <p>Improved retention and academic outcomes for First Nations students</p> <p>Improved capacity of teachers to meet AITSL standards 1.4, 2.4 and 7.4</p> <p>Schools develop a coherent "curriculum narrative" for First Nations content, resulting in students graduating with a meaningful body of knowledge about First Nations issues and perspectives.</p> | <p>Teachers develop competence and confidence to engage respectfully with First Nations people in their community</p> <p>Improved capacity of teachers to meet AITSL standards 1.4, 2.4 and 7.4</p> <p>Teachers contribute to iterative development of their school's approach to First Nations curriculum content, based on their own learning and relationships.</p> | <p>Improved understanding of First Nations knowledges and perspectives by all students</p> <p>Ability to think and speak intelligently and respectfully about First Nations issues that arise in the public sphere</p> <p>Improved retention and academic outcomes for First Nations students</p> <p>Improved intercultural understanding and willingness/ability to build and sustain relationships with First Nations people in many contexts (inside and outside of school)</p> | <p>Reduction of racism in the wider community</p> <p>Parents and families are better able to think and speak intelligently and respectfully about First Nations issues that arise in the public sphere</p> <p>Parents and families feel more connected to their local Country and community</p> <p>It is no longer possible for a child to finish primary school without ever having met an First Nations person</p> | <p>Relationships between schools and their local First Nations communities grow, deepen, and are sustained - communities have more trust in schools and are willing to support further school initiatives</p> <p>Improved retention and academic outcomes for First Nations students</p> <p>Reduction of racism in the wider community</p> <p>Interactions with non-Indigenous people are more often based on respect and reciprocity</p> <p>Local Country is better taken care of by First Nations and non-Indigenous people alike</p> |

