

NEWSLETTER

ISSUE 3 – TERM 3

2020

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Welcome to QATSIF's Term 3 Newsletter

Dear QATSIF schools and supporters,

Thank you for yet another huge term in what has been a very challenging year. Let's hope that 2021 will be a far more settled year.

As we process another new round of QATSIF scholarships, we would again like to pay tribute to the generations of Aboriginal and Torres Strait Islander Elders and Ancestors whose sacrifices made our scholarships possible. QATSIF must never forget that our scholarships are drawn from the interest on unallocated Stolen Wages reparations money. We believe that it is important that our QATSIF students know about the grave injustice of Stolen Wages and are inspired to work hard to achieve their dreams.

Our QATSIF team works tirelessly to ensure that every dollar possible makes it out to assist Aboriginal and Torres Strait Islander young people. Even with increasing numbers of QATSIF students, additional QATSIF programs and increased staffing and wages, our QATSIF office is proud to have achieved a 6% decrease in our QATSIF office expenses across the past two financial years. Very few organisations can say that they have increased their support and services whilst decreasing their costs.

Unfortunately, due to COVID-19 restrictions on gatherings, QATSIF has been unable to hold our usual graduations this year. We would like to thank our friends at USQ who worked with us to try and organise three potentially live-streamed graduations only to be shut down by COVID-19 restrictions and time constraints. USQ have also generously offered to support our graduates with a small gift which should arrive for them later this year.

We thank our schools who will organise their own QATSIF graduations this year. Please remember to send through any photos of your graduates.

Finally, we wish all of our students, staff, families and schools all of the best for a great final term. We are especially thinking of our Year 12 graduates who will again lead the way as the first cohort to do external exams. I would like to think that because of the many challenges our Year 12s have faced, that they will be the most resilient and determined young leaders that we have ever seen.



Please forward this Newsletter on to your QATSIF students and families.



QATSIF's New Office

On 1 July this year, QATSIF relocated to our new office at 2/439 Lutwyche Road, Lutwyche.

Our new QATSIF office is a much larger space with a large meeting room and outdoor area for community events. It also has lots of untimed street parking available.

We are hoping to invite local Aboriginal and Torres Strait Islander community groups to use our additional space for meetings and events.

You are very welcome to visit our office if you are coming through Lutwyche. You need to use High Street to access our carpark as we are on a one way street leading up to Lutwyche Road.



QATSIF Round 12 Update

For Round 12, QATSIF has had requests for \$3.65M in funding to support 2015 students across 342 Queensland schools. This is a large increase on the \$3M requested in Round 11 and we hope demonstrates how many more students are working hard to meet our eligibility criteria.

Amongst our 2015 applications, we have had 28 Special Consideration applications from QCIA students with a verified disability.

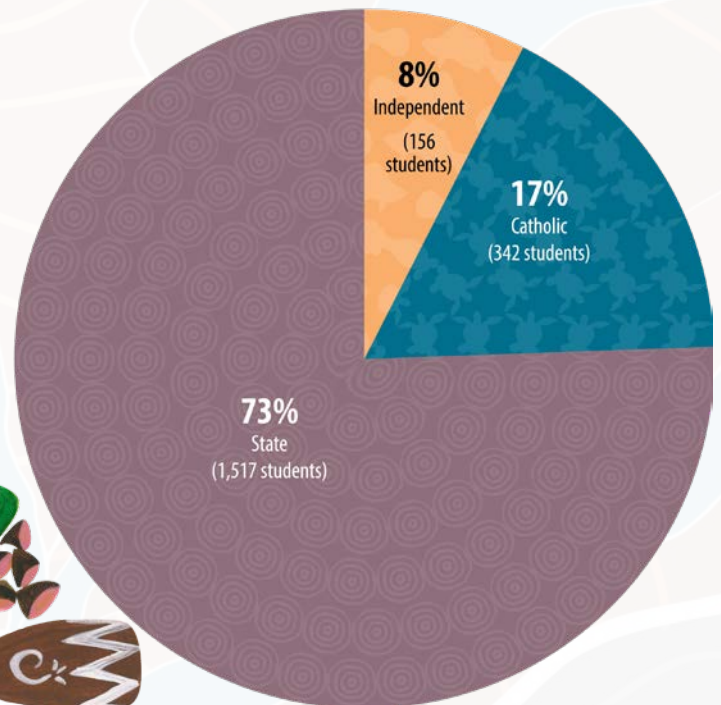
Our QATSIF Board and staff have been reviewing all of the applications and will follow up if we find any issues.

The next stage of the process is to seek the financial approval of DATSIP (Department of Aboriginal and Torres Strait Islander Partnerships). This approval usually takes us through until late October / early November. We aim to let all schools know the outcome of our scholarship round before students leave for Christmas school holidays.



QATSIF Round 12 Scholarship Requests

■ State ■ Catholic ■ Independent



QATSIF Board Members



Auntie Ruth Hegarty
QATSIF Patron



Professor Cindy Shannon AM
Board of Advice Chair



Mrs Jane Ceolin
Board of Advice Deputy Chair



Mr Mark Brand
Board of Advice Member



Mr Kenneth James (Jim) Walker
Board of Advice Member



Miss Kellie McDonald
Board of Advice Member



Mr Brenton Bowen
Board of Advice Member



Mrs Georgina Kadel
Board of Advice Member

Transurban Paiabun Kurumba STEM scholarship

The Transurban Paiabun Kurumba (Yuggera: Dream Big) STEM Scholarship was created to help to give South East Queensland Round 11 QATSIF students a taste of where an interest in Science, Technology, Engineering and Maths (STEM) could take them. It will also provide these students with a front row seat into the inner workings of one of the world's largest toll road operators.

Transurban's vision is:

We love building and running roads, because roads connect people with where they want to go. We want to help you get where you want to go, whether it's designing and constructing bridges and tunnels, or developing the technology to prepare our city for the future of autonomous vehicles.

QATSIF would like to congratulate our first round of students to receive the Transurban Paiabun Kurumba STEM Scholarship:

Student	School
Benjamin Lee	Shailer Park State High School
Madisson Muriata	Earnshaw State College
Deacon Ward	Centenary State High School
Harrison Wockner	St Laurence's College
Tamika Anno	Earnshaw State College
Alec Rogers	St Laurence's College
Edward Pitt	Wavell State High School
Jessica Sturgess	Morayfield State High School
Jamus Ruben	St Peter Claver College
Joseph Nakachi	Woodridge State High School
Tyson Croft	Kedron State High School

In addition to their Round 11 QATSIF Scholarships, these students will also receive:

- ★ An additional \$500 to spend on an IT device eg iPad or laptop.
- ★ Work experience opportunities with Transurban Queensland in technology and engineering.
- ★ Access to mentoring, tutoring and career coaching with Transurban Queensland.
- ★ Visits to Transurban Queensland's offices, construction sites and state-of-the-art traffic control centres.
- ★ Tunnel maintenance experience – go behind the scenes to see what it takes to maintain and operate a road tunnel.
- ★ Invitations to Transurban Queensland networking and career development events.

Information on our Round 12 Transurban STEM Scholarships will be sent out in the coming weeks.



QATSIF Young Indigenous Leaders Award

Our **QATSIF Young Indigenous Leader Award** is now open for schools to choose an outstanding leader from amongst your Year 11 or 12 QATSIF students. We would hope that your community would present this award at your Annual Speech Night or similar event.

It is okay if schools would like to choose both a Year 11 and a Year 12 QATSIF student, but please remember that we are primarily seeking just your most outstanding QATSIF leader.

Please return your completed QATSIF Young Indigenous Leader Award forms to enquiries@qatsif.org.au ASAP.



Rainbow Serpent Mural

Hymba Yumba Independent School recently transformed the entire front entrance through a school-wide collaborative artwork.

The senior leaders co-designed a Rainbow Serpent mural with local artist Kylie Hill, to whom the serpent holds great cultural and spiritual significance. They participated in discussions of the Rainbow Serpent as a unifying Dreaming story across mobs and peoples, and shared their own connections and meanings.

The senior jarjums then collaborated on a composition for the mural that would welcome visitors to our school and acted as mentors for Hymba Yumba's younger jarjums throughout its creation.

Hymba Yumba is very proud of the dedication and leadership demonstrated by their senior leaders and the contributions of all of their jarjums in this collaboration.



2020 QATSIF Creative Arts Competition

Our 2020 QATSIF Creative Arts Competition had a record number of entries from 53 talented artists. QATSIF loves to celebrate the many achievements of Queensland's Aboriginal and Torres Strait Islander young people.

You can view the incredible talents of our young artists at: <https://youtu.be/TEL0vp3J3Ng>

Our 2021 QATSIF Creative Arts Competition will open for entries beginning at the end of Term 1, next year.



2020 CREATIVE ARTS COMPETITION RESULTS

Year 7 Visual Art award

- 1st place:** Yileen Williams (Pine Rivers State High School)
2nd place: Tanaeang Robertson (Pine Rivers State High School)
3rd place: Sienna Grace Isherwood (All Hallows' School)



Year 8 Visual Art award

- 1st place:** Taryn Anno (Earnshaw State College)
2nd place: Quinn Gosam (St Mary's Catholic College)
3rd place: Earnshaw State College (Telannah Morseu, Lauren Morseu, Taryn Anno & Isaiah Wenban)

Highly Commended:

- ★ Mikah Browning (St Michael's College)
- ★ River Nelson (Mount St Bernard College)
- ★ Zahdein Pearson-Bowie (Mount St Bernard College)
- ★ Lataia Petersen (Mount St Bernard College)
- ★ Kaiden Ratcliff (Riverside Christian College)
- ★ Justice Saylor Baira (Pine Rivers SHS)
- ★ Jack Sharkey (Mount St Bernard College)



Year 9 Visual Art award

- 1st place:** Emerson Kucks (Lourdes Hill College)
2nd place: Giselle Kawane (St Monica's College)
3rd place: Graham Melville (Upper Coomera State College)

Highly Commended:

- ★ Tyra Dynevor (Lourdes Hill College)
- ★ Jacob Lasserre (St Mary's College, Toowoomba)
- ★ Elicia Melville (Upper Coomera State College)
- ★ Ebonie Thurston (Oakley State High School)



Year 10 Visual Art award

- 1st place:** Kiara Plunkett (Toowoomba Anglican School)
2nd place: Storm Crossland (All Souls St Gabriels School)

Year 11 Visual Art award

- 1st place:** Alice Morton (Ferny Grove State High School)
2nd place: Danielle Mason (Jabiru Community College)
3rd place: Tully Button (St Peters Lutheran College)

Highly Commended:

- ★ Cassandra Beckett-Geebung (Pine Rivers State High School)
- ★ Summer Britcher (Mt Maria College Petrie)
- ★ Zoe David-Sabatino (Mount St Bernard College)
- ★ Stacey Edwards (Mount St Bernard College)
- ★ Annatania Escott (Mount St Bernard College)
- ★ Jaeve Proberts (Genesis Christian College)
- ★ Anita Richardson (Mount St Bernard College)
- ★ Sheniele Roughsey (Mount St Bernard College)
- ★ Tahnee Stewart (Mount St Bernard College)



Year 12 Visual Art award

- 1st place:** Tia Bartlett (Beaudesert State High School)
2nd place (joint winners): • Euan Kennedy (Earnshaw State College)
Sarah Higgins (Kilcoy State High School)
3rd place: Rachel Hill (Jabiru Community College)
Highly Commended:
★ Cherylynn Robertson (Pine Rivers State High School)
★ Izarn Summers and Shannon Brown-Knowles (Bundaberg SHS)
★ Tanisha Vincent (Mount St Bernard College)

Dance award

- 1st place:** Myrisha Bartman (Palm Beach Currumbin State High School)
2nd place: Taleesha Kelly (Ormeau Woods State High School)

Music performance award

- 1st place:** Georgiana Thomas-Peddell (St Mary's Catholic College)
2nd place: Angus Loft (Runcorn State High School)



Wearable art award

- Junior 1st place:** Giselle Kawane (St Monica's College)
Senior 1st place: Tahnee Stewart (Mount St Bernard College)



Poetry award

- Junior 1st place:** Mischa Ford (Marymount College)
Junior 2nd place: Telannah Morseu (Earnshaw State College)
Senior 1st place: Madison Corino (Rockhampton State High School)

Photography award

- 1st place:** Storm Crossland (All Souls St Gabriels School)

Weaving/Craft award

- 1st place:** Charlotte Ellis (St Columban's College)



Pottery and Ceramics award

- 1st place:** Euan Kennedy (Earnshaw State College)



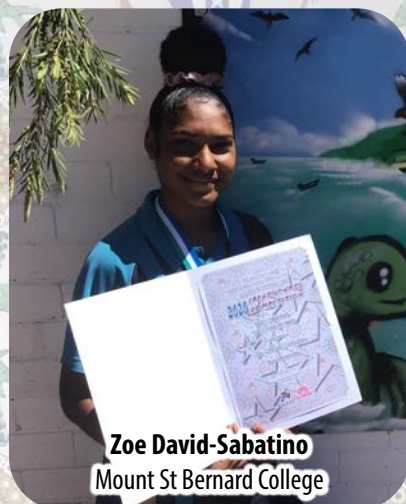
Mount St Bernard College students



Tully Button
St Peters Lutheran College



Zoe David-Sabatino
Mount St Bernard College



Kaiden Ratcliff
Riverside Christian College



Emerson Kucks & Tyra Dynevor
Lourdes Hill College



Jacob Lasserre
St Mary's College (Toowoomba)



Kiara Plunkett
Toowoomba Anglican School



Thank you letters to Aunty Ruth and our QATSIF Board

Each year, we invite our graduating Year 12 QATSIF students and/or school communities to write a **letter of appreciation to Aunty Ruth and our QATSIF Board**. We put these letters and any photos together into a book which we then present to Aunty Ruth.

We also share some of these thank yous on our social media pages and in our publications (i.e. newsletter and Annual Report).

If either your QATSIF students or school would like to write a thank you letter and/or send some photos of your graduating seniors, could you please email them to enquiries@qatsif.org.au ASAP.

You can check out our letters from previous years at: <https://www.qatsif.org.au/thank-you-letters-from-our-qatsif-graduates>.

QATSIF Schools' Graduations St Patrick's College (Mackay)

QATSIF address for Graduation Ceremony by Lawson Allen

Firstly, welcome again to all our special guests and respected members of the community, I remember how excited I was when Miss Russell called me into her office back at Mercy College and told me about the QATSIF scholarship program for senior schooling. At first, I thought it was a free scholarship, but I shortly learned it was much more than that.

I found school fairly breezy but upon thinking back, anything is easy if you don't actually do it. When I read through the criteria to apply for the scholarship, I found myself setting goals I wanted to achieve through my education and putting plans in place to help me become more focused at senior school. I was rapt when the news broke that my application had been successful.

Coming from a single parent home and with very little help from my dad, money could be tight, even though Mum made this fairly hard to notice. The funding went to my school fees and provided me with the opportunity to explore the many curriculum areas St Patrick's had to offer, to be well equipped to pursue a job after successfully completing Grade 12 and for that I am truly grateful.

I am a proud Bundjalung and Githabul man. I have enjoyed the many opportunities being able to get involved in Indigenous school and community events over the past two years. A highlight being our leadership camps down in Rockhampton. I made many new friends that quickly became brothers and I've never felt more at home.

Closing, I would like to thank Mrs Melissa Russell and Mrs Deborah Millar for their constant support and understanding of my big personality and firm beliefs. I would like to also thank Mrs Karlie Tatchell for working on all the behind scene things in regard to job searching and putting our ideas into practice within the region. I have appreciated all your hard work, effort and time.



St Mary's College (Ipswich)

Addie Synnott (Year 12) was acknowledged today as our QATSIF graduand for 2020. The Queensland Aboriginal and Torres Strait Islander Foundation provides scholarships to support Indigenous students to complete their high school education. Each year a formal ceremony is held to commemorate this achievement. This year the event, which was to occur at the USQ Campus

in Springfield was cancelled due to COVID restrictions. We are thrilled to celebrate Addie's completion of Year 12 with a smoking ceremony, luncheon and formal service in the College Board room attended by her fellow Aboriginal and Torres Strait Islander students, our ATSI Mentor Mrs Tracey Haspels and members of the College Leadership Team.



Upper Coomera State College

Uncle Alfred Summers with graduates Jess Robertson, Patrick Rees, Madisyn Sturgeon, Malakai Bingarape, Destiny Gerhard and Tegan Lucas

Rockhampton Girls' Grammar School

St Augustine's College (Augustine Heights)



Raven Ahchoo



Brisbane SHS



Finn Niesler, Jaylana Taoso, Ms Nancy Alick, Rani Carmichael and Zac French

Lourdes Hill College



Erica Accoom

Georgia Burke

Shaikyla Fairman

Temanu O'Brien-Schmidt

Palm Beach-Currumbin SHS



Coombabah SHS



Jordan McGrath

James Nash SHS



Samantha Harry, Ms Shelley Gauld and Mikayla Howlett

Flagstone State Community College



QATSIF Gradautes with Aunty Joan and Uncle Fred



Queensland Resource Council's International Women's Day

Emily Gullen, representing Nanango State High School at the Queensland Resource Council's International Women's Day breakfast at the RNA Convention Centre.

Australian Defence Force Careers

Learn about career opportunities and pathways for Indigenous personnel in the Australian Defence Force.

For information on other upcoming Indigenous Careers sessions across Queensland go to:

<https://www.defencejobs.gov.au/events>



University of Queensland's Q&A Session

University of Queensland's Q&A Session for Year 7–11 Indigenous students from 5pm–6pm, Thursday 5 November via video conferencing.

These online Q&A sessions are tailored to provide Aboriginal and Torres Strait Islander students, who are interested in studying at University, the information they need to make a confident choice in going to UQ.

Please register at: <https://survey.app.uq.edu.au/30cad567-5121-4c74-be2d-b2fcfd63e5d>



Aboriginal and Torres Strait Islander Studies unit



Opportunity for Indigenous High School Students

Queensland Ambulance Service (QAS) Scholarships

Students who have applied for a Round 12 QATSIF Scholarship and are interested in a possible career with the QAS are invited to apply for a QAS Scholarship. Application forms will be sent to schools shortly. It is hoped that once the COVID-19 situation settles down, the QAS will be able to offer our current and future QAS Scholarship students the opportunity to visit and have Work Experience at QAS stations and meet with an Indigenous Paramedic mentor. Year 12 students interested in studying Paramedics at QUT may be interested in applying for one of 10 Jamie Jackway Paramedic Scholarships. For more info visit: <https://www.qut.edu.au/study/fees-and-scholarships/scholarships/the-qas-jamie-jackway-paramedic-scholarship>



Essential Reading – Briefing notes

Indigenous cultural competency in the Australian teaching workforce

Discussion paper – September 2020

Indigenous education everybody's business....Aboriginal and Torres Strait Islander students make up almost 6% of the total student population. (p.9)

The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority provides an opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, knowledge traditions, and holistic world views (ACARA, 2015). Aboriginal and Torres Strait Islander education is both for and about Aboriginal and Torres Strait Islander peoples (Price, 2019). (p. 19)

The Australian Bureau of Statistics (2016, 2017) makes explicit the disparities between Indigenous and non-Indigenous students' educational attainment, such as:

- Only 58.7% of Aboriginal and Torres Strait Islander students reportedly progressed from Year 7 through to Year 12 in 2019.
- In 2014–15, only one-quarter of Aboriginal and Torres Strait Islander peoples aged 15 years and over had completed Year 12 or equivalent. (p. 10)

Our (AITSL's) vision is that Aboriginal and Torres Strait Islander students:

- will be excited and motivated to go to school because their teachers encourage them through the school gate and into the classroom, ready for a day of learning. This is demonstrating high expectations.
- feel safe and valued because their teacher acknowledges and centres what they bring to the classroom. This can only happen through applying a cultural competence lens.
- will fully participate and contribute in the classroom and be brave and bold; they will be first to put up their hands to respond to a question or seek clarification. They will not be shame!
- will put their full faith and trust in their teachers, who understand and empathise about what is in their invisible backpack (i.e. Social and emotional factors that students carry that are not visible such as race, gender, religion, language, poverty, sexuality, disability and family issues that impact their learning (McIntosh, 1989)). Cultural competency is about teachers and school leaders knowing their students.
- receive a quality education and will not be left behind because of cultural differences. (p. 7)

Cultural safety centres on the experience of the student, while cultural competency centres on the capacity of the educator to provide a learning environment that meets



Indigenous cultural competency in the Australian teaching workforce

Discussion paper
September 2020



the needs and aspirations of Aboriginal and Torres Strait Islander students.

Cultural safety – An environment that is spiritually, socially, and emotionally safe as well as physically safe for students; where there is no assault challenge or denial of their identity, of who they are, and what they need. It is about shared respect, shared meaning, shared knowledge, and experience of learning together (Williams, 1999).

Ensuring cultural safety involves challenging current stereotypes and assumptions by self-reflection. This also involves understanding cultural sensitivities and protocols through engaging with the local community and ensuring authentic input to gain an understanding of the local context. Errors and trust should be used as opportunities to learn and gain an understanding of the factors that contribute to learning of Aboriginal and Torres Strait Islander students. (p. 22)

Cultural competency is a lifelong journey of learning, unlearning, and re-learning. Teachers and school leaders must truly and wholeheartedly embed themselves in the journey of cultural competence and they will find that, just like their students, they are always learning (Krakouer, 2015). (p. 7)

Culturally competent systems and teachers actively and respectfully engage with Aboriginal and Torres Strait Islander communities, parents, and students. However, the literature reports teachers are hesitant to engage

with Aboriginal and Torres Strait Islander histories and cultures, fearing to be perceived as tokenistic or making mistakes. Be brave. (p.13)

Culturally competent systems and teachers know their students and actively value their students' cultural backgrounds. Educators should critically reflect on their own cultures and positions. Culturally responsive teachers seek out culturally responsive pedagogies to broaden their understanding of Aboriginal and Torres Strait Islander students in their classrooms, develop their knowledge of Indigenous histories and cultures, and moreover, foster high-expectations relationships with Aboriginal and Torres Strait Islander students and what they can achieve together..... Teachers need to be risk takers and use their position of power and privilege to be agents of change.

Culturally competent systems and teachers know critical self-reflection is necessary. The notion of cultural competency flips the lens to the predominantly non-Indigenous teaching workforce to reflect on their knowledges and understandings, to put a critical lens on themselves and the biases and assumptions they bring to the classroom, as well as the biases and assumptions perpetuated through the wider education structures/systems that they work within. (p. 14)

Teachers and school leaders need to challenge their own beliefs, behaviours, and attitudes and critically reflect on how they contribute to the valuing of diversity and understanding the dynamics of difference. Cultural competence does not occur after a single day of training or the completion of an online course. Educators become more culturally competent over time and the approach needs to be centred on continuous learning. (16.)

A strengths-based approach—teaching to and through students' strengths—was also a key theme. Visions of success are different for every child. Establishing high-expectations relationships; maintaining anti-deficit thinking, language, and actions; and acknowledging the journey of each child demonstrates to a student they are valued. Consequently, students are more likely to feel proud and be more confident of who they are and where they come from. Teachers should be responsible for supporting Indigenous students to become leaders of culture in the classroom. Valuing the knowledge children and their families bring with them will facilitate the creation of learning environments where Aboriginal and Torres Strait Islander students can thrive. (p. 17)

School leadership plays a critical role in determining a narrative in schools that inspires self-reflection on individual bias, the historical legacy of colonisation, and cultural hegemony in Australia. For this to occur, teachers must have support mechanisms to allow personal growth, to develop strategies to interrupt negative and incorrect assumptions of Indigenous students and communities, and the capacity to acknowledge they can let go of the perception of being the expert and recognise the expert status of the learner. School and

system leaders must be supported to persist with what makes a difference to student outcomes. (p. 19)

Cultural competence:

- is continually developed, not innate, and is a transformative process requiring individual investment and engagement over time.
- goes beyond the acquisition of knowledge and awareness and is expressed through behaviours and attitudes.
- requires an individual to have the capacity to self-assess/reflect.
- must exist at several levels—systemic (policies and procedures), organisational (skills and resources), professional (education and professional learning), and individual (knowledge, attitudes and behaviours) (p.31)

Dr Tracey Benson and Sarah Fiarman (2019) promote the term unconscious bias, which describes how we all absorb prejudices about 'race' and about diverse peoples and cultures throughout our lives, which can then influence our thoughts, actions, and relationships. Unconscious bias is attitudes and beliefs of ourselves and others that are beyond our awareness and may be reinforced by environment and experiences. (p. 8)

Teachers need to be culturally aware, culturally responsive, and willing to critically reflect on their biases and expectations on and about Indigenous peoples to adequately ensure that the classroom environment and teacher–student relationship are conducive for all students (Macdonald, Gringart, and Gray, 2016). (p.10)

A strong sense of one's own identity, awareness of cultural societal norms, an ability to communicate sensitively, and knowledge of the beliefs and values of other cultures were also identified as being critical to cultural competence. A teacher's or school leader's ability to understand and show awareness of their students and the social factors contributing to their educational experience was key to being culturally competent. (p. 19)

The National Aboriginal and Torres Strait Islander Education Strategy states that Aboriginal and Torres

Be brave....



The killer critic, Ross Camsew. Source: Aigner et al. 2014

Strait Islander people should be engaged in all levels of decision-making in education (Education Council, 2015, 2019); however, data indicates that only 2% of the Australian teaching workforce is Aboriginal and/or Torres Strait Islander (ACDE, 2019).

Representation at executive levels within schools as principals and deputy principals is even lower. Therefore, the predominant non-Indigenous teaching workforce should develop and model lifelong learning by engaging with Aboriginal and Torres Strait Islander peoples, histories, cultures, languages, and knowledges or otherwise risk being complicit in maintaining harmful societal norms and assumptions. (p.10)

A culturally safe school will at a minimum:

- acknowledge and celebrate Aboriginal and Torres Strait Islander peoples and cultures through presentation and representation
- have a strong capacity to build mutually trusting and respectful collaboration with the local community
- understand and respond to the individual needs of their Aboriginal and Torres Strait Islander students, and these students' wider families and communities
- ensure the teaching and learning of Aboriginal and Torres Strait Islander students is a strong focus in strategic planning
- set high expectations and provide leadership opportunities

- promote a shared understanding and anti-deficit and anti-racist thinking
- engage Aboriginal and Torres Strait Islander staff. (p. 23)

Teachers raised a variety of challenges and barriers to the development of cultural competency including time to plan and prepare, fear of offending, lack of knowledge, competing priorities, and resistance from other staff.

While many teachers have good intentions, a misalignment with Aboriginal and Torres Strait Islander cultural protocols and priorities can create more problems than they seek to solve. Teachers feel guilty and are paralysed by a fear of offending, which is stifling the delivery of Indigenous content. While there is a wealth of resources available for teachers to support the facilitation of learning experiences based on Indigenous histories, cultures, and perspectives, many find it difficult to discern which are quality resources. Teachers also find it difficult to gain access to the local Indigenous community and can be unsure with whom to connect.

Teachers identified school leaders as a barrier to the development of a culturally competent teaching workforce, particularly when leaders do not prioritise cultural competency or drive the changes required. A lack of support from school leadership means cultural competency is not seen as a shared responsibility by all teachers and allows resistance from other staff to continue unchecked. Teachers in schools with little to no Indigenous students are particularly challenged by this resistance and apathy. (p.25)

Australian Defence Force Gap Year

For any students considering a career with the ADF but not 100% certain, an ADF Gap Year could be the way to go.

To be eligible to apply, students need to be an Australian citizen aged between 18 and 24 on completion of military training (dates vary by job). They'll also need to have completed Year 12 (subject passes required vary by job) and have passes in Year 10 English and Maths.

Information on the ADF Gap Year program is available at: <https://www.defencejobs.gov.au/students-and-education/gap-year>



Indigenous Youth Mobility Pathways Project (IYMP)

Aboriginal and Torres Strait Islander students from regional and remote communities who have to move participate in vocational training, University and Australian Apprenticeships.

IYMP have accommodation centres in Cairns, Townsville, Rockhampton and Brisbane. More information is available at: <https://iympp.com.au/what-is-iympp/>

Round 11 Recipients



All Souls St Gabriels School

Back row: Rolland Geesu, Pita Rabuka, Kayden Fogarty (also QAS recipient) and Luanna Cassar. Front row: Mrs Carol Shadforth (Indigenous Education Officer), Sarah Suhr (Chad House Captain and Prefect), Tamea Sexton, Ms Alice Lawrence (Indigenous Support Officer) and Etosha Pearson.



Tannum Sands SHS



Burnside SHS



QATSIF's Floral Friday Fundraiser

Help raise much needed funds to support QATSIF's vital work by getting your community to celebrate Floral Friday (Friday, Nov 13) during NAIDOC Week. QATSIF is encouraging staff and students to join in the Torres

Strait Island's Floral Friday. As well as giving a gold coin to support QATSIF, it is a chance for schools to highlight the deadly Torres Strait Islander cultures during NAIDOC Week.



**Always Was,
Always Will Be.**

Artwork: *Shape of Land* by Tyrown Waigana

The Rainbow Serpent came out of the Dreamtime to create this land. It is represented by the snake and it forms the shape of Australia, which symbolises how it created our lands. The colour from the Rainbow Serpent is reflected on to the figure to display our connection to the Rainbow Serpent, thus our connection to country. The overlapping colours on the outside is the Dreamtime. The figure inside the shape of Australia is a representation of Indigenous Australians showing that this country – since the dawn of time – always was, and always will be Aboriginal land.

Aboriginal Centre for the Performing Arts

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NAIDOC WEEK

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#AlwaysWasAlwaysWillBe



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naidoc.org.au

QATSIF acknowledges the Traditional Custodians of the land in which we live and work. We pay our respects to Elders past, present and future for they hold the memories, traditions, culture and hopes of the Aboriginal and Torres Strait Islander People of Australia.

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QATSIF

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