



Catholic Schools
Parramatta Diocese

Finding Barrugin: The Echidna Tells A Story, Embracing Cultural Responsiveness And Identity

APBS Jacksonville, FL, 2023



Acknowledgement Of Country



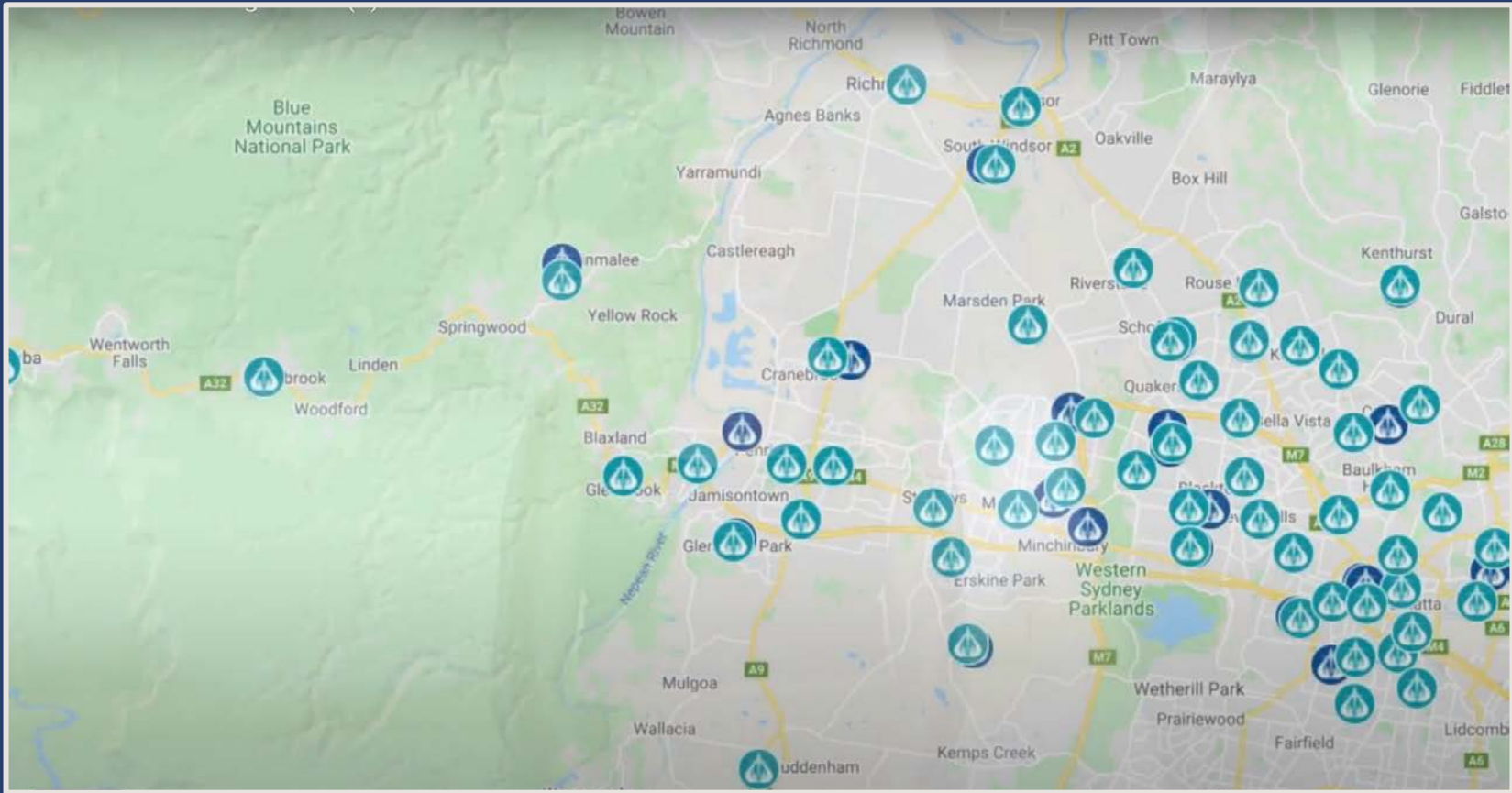


Catholic Schools
Parramatta Diocese

Where are we located

Where we are from...





“...we seek to bring healing and restore trust. We commit to the Uluru Statement of the Heart: to work “for a fair and truthful relationship with the people of Australia and a better future for our children based on justice and self-determination...”

- Most Reverend Vincent Long Van Nguyen

The Totem Project

Origins



Totems

The importance

- Each person has 4 totems
- Creates balance
- Connection to land
- Lifetime responsibility



Family/bloodline - Barragin
Individual - Warab Wall

The Totem Project

Why?

For school communities to:

- gain a deeper understanding of Aboriginal & Torres Strait Islander peoples' connection to country and identity
- connect to their local area and environment focusing on sustainability
- engage with and be challenged to dive deeper than one off events and embed Aboriginal & Torres Strait Islander culture and perspective into everyday learning and the broader community.



The Totem Project

Why?

“To think about culturally responsive educational systems requires looking at the processes, decision and communication paths that are used to make and sustain changed practice.”

(Beyer, 1996)

The Totem Project

Barrugin

Behaviour and Wellbeing Team: Protection of self, tread lightly, do no harm, look around & share

“Learning ethics from an echidna is not something reserved just for me, or just for other Aboriginal and Torres Strait Islander peoples.

Indigenous knowledges, like the Yarn about ethics and the echidna, are very present and available to our wider research community, they just need to be listened to, and valued, as a source of Indigenous knowledge.”

- Dickson, 2020



This is Barrugin

The echidna tells a story



Just like the echidna,
our students have
flight & freeze survival
responses



Unique & Adaptable

Monotreme - egg laying mammal

Hard, rigid snout used as a snorkel or to break open logs & termite mounds.



Actively Searching - Inquisitive

Echidnas are solitary, wanderers: they have large territories that overlap but are not territorial towards others.



Transformative

They burrow into the soil, hide under vegetation, shelter in hollow logs, and rock crevices. They make changes to their environment for food & shelter.



Looking Beyond Behaviour

Echidnas have a sensitive snout and keen sense of smell. They also have electroreceptors, this allows echidnas to “see” beyond surface level.



Resilient

Echidnas have a unique defence mechanism, they can roll into a spiky ball or dig quickly into the ground so a predator can't penetrate their sharp quills.

Finding Barrugin

The echidna tells a story

 Handprints

 Meeting circle

 Barrugin's Tracks

 Backwards feet

 Water

 Moves objects





Systems, Practices, Data for Equity & Outcomes

One path to creating culturally responsive systems is by working at



Identity

- Totem project
- Murama - Youth Summit
- SEL programs



Voice

- Jarara
- Elders
- Student Panel



Data for Equity

- Oracy
- Attendance



Supportive Environment



- Lived experience
- Professional development
 - ATSI Conference
 - Crossing Cultures, Hidden History
 - Yellamundie Book Club
- STEM Project

Situational Appropriateness



- National Apology Day
- NAIDOC
- Acknowledgement of Country

(Leverson, Smith, McIntosh, Rose, & Pinkelman, 2019)

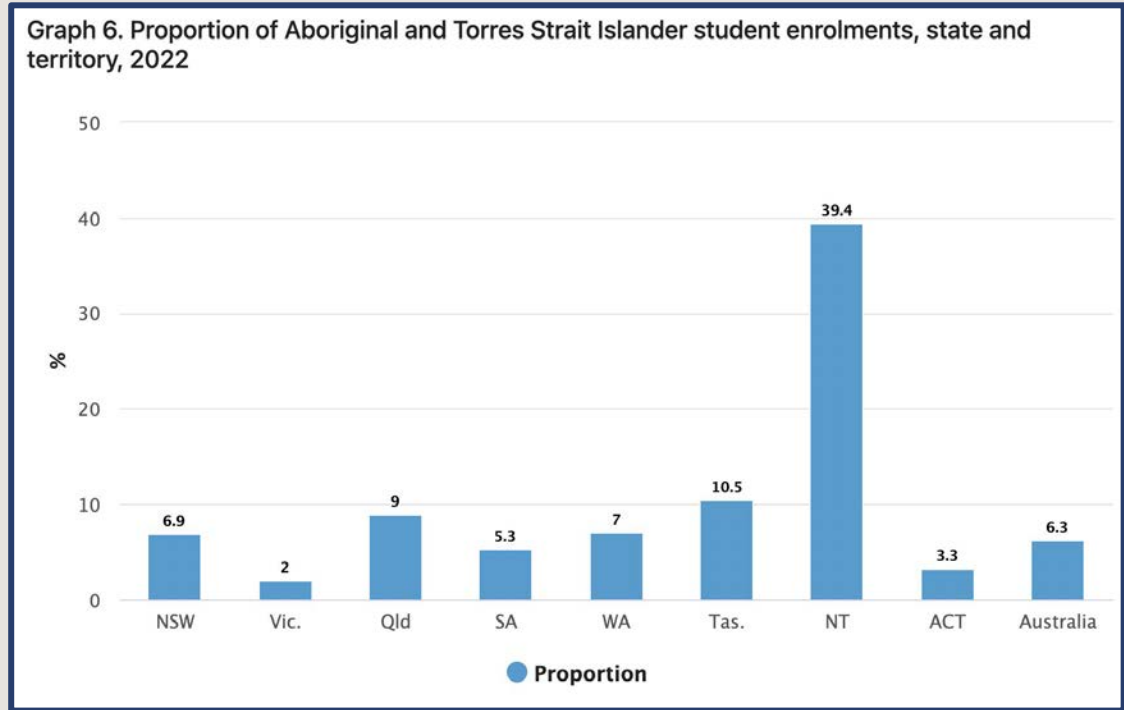


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Data for Equity and Outcomes

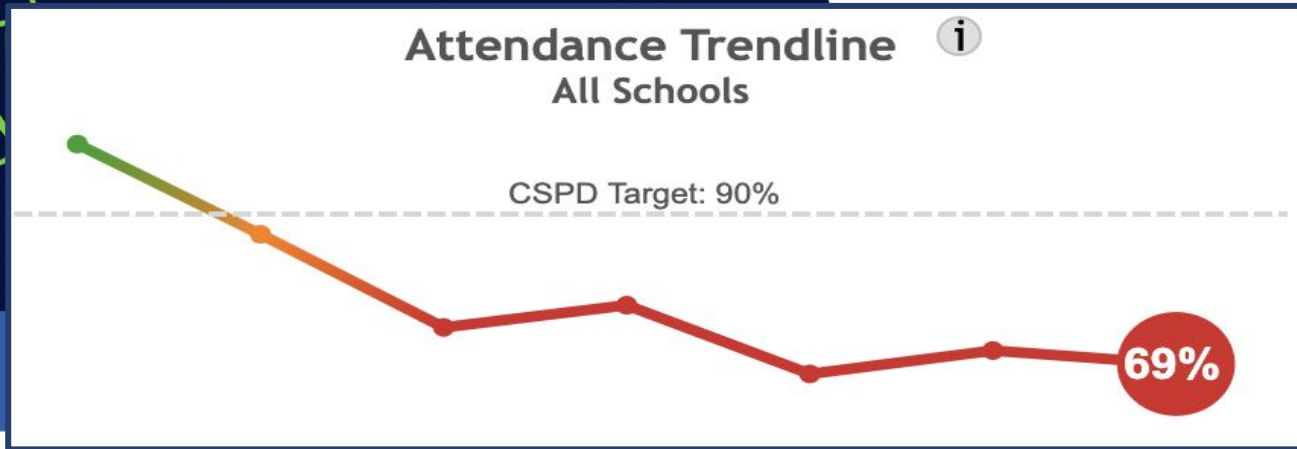
Data for Equity & Outcomes

- Personalised Cultural Pathways (PCP)
- Enrolments

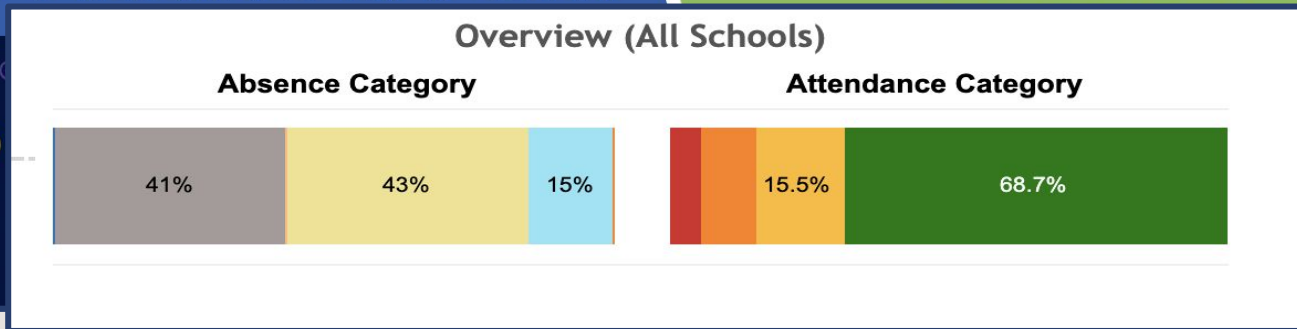


Data for Equity & Outcomes

Complex/Chronic/Emerging




LEARNING REPORT

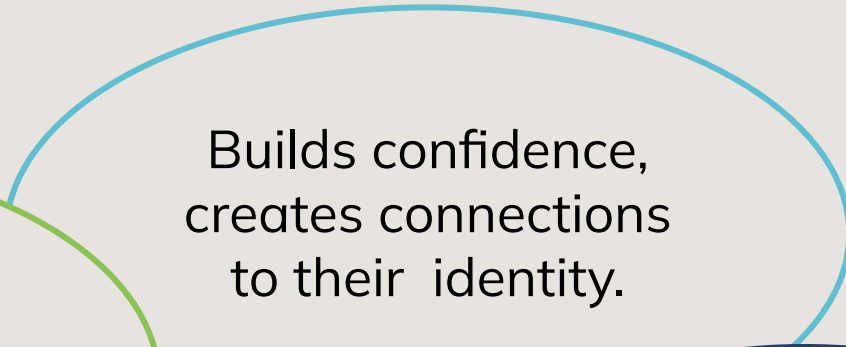


Data for Equity & Outcomes

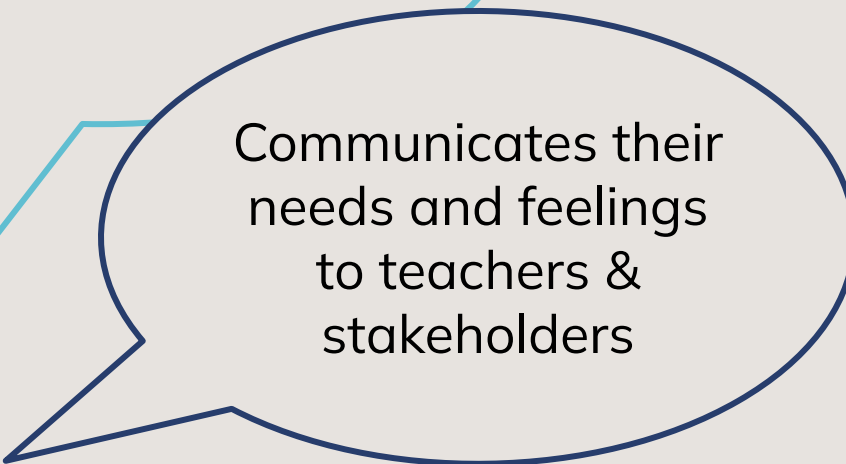
Student Voice



Students gathered
across NSW to
share their voice.



Builds confidence,
creates connections
to their identity.



Communicates their
needs and feelings
to teachers &
stakeholders



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Practices for Equity and Outcomes



Practices for Equity & Outcomes

Basis for Learning & Teaching

“Coming together of all cultures, the most important thing about this is we walk the same land, we drink the same water and we breathe the same air”

Uncle Max Harrison.

We believe that all cultural differences are to be valued and are a rich resource to learn from.

An appreciation of these differences is fundamental to building relationships. We also believe that high self esteem and sense of identity are vital for the effective learning and personal growth of Aboriginal and Torres Strait Islander students.

Building knowledge

Sense of identity

Value of culture

Forming relationships

Seek advice and understanding

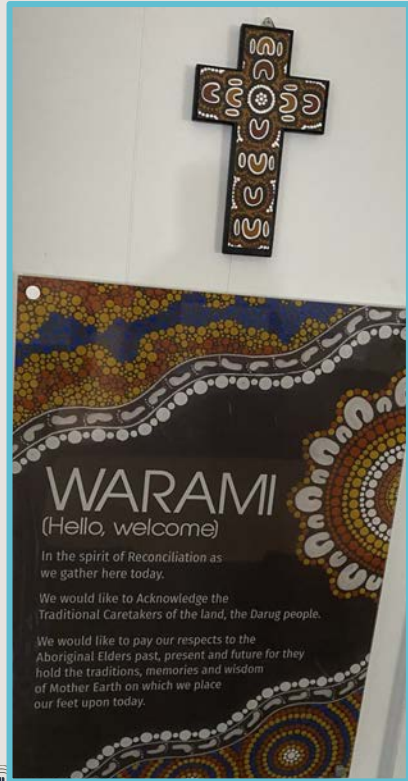
Embedding culture in Curriculum

Sharing history

Aboriginal and non-Aboriginal coming together

Practices for Equity & Outcomes

Smoking Ceremony & Acknowledgement of Country



Acknowledgment of Country

WE BEGIN THIS BOOK AND EVERY DAY IN OUR CLASSROOM, BY ACKNOWLEDGING THE TRADITIONAL CUSTODIANS OF THE LAND THAT WE LEARN, WORK AND PLAY ON, THE DARUG PEOPLE.

WE WOULD ALSO LIKE TO PAY OUR RESPECTS TO ELDERS PAST, PRESENT AND EMERGING FOR THEY HOLD THE MEMORIES, TRADITIONS, CUSTOMS, CULTURES AND HOPES OF ABORIGINAL AUSTRALIA. WE MUST ALWAYS REMEMBER THAT UNDER OUR HOLY FAMILY GARDENS PATHS AND PLAYGROUNDS THIS LAND IS, WAS AND ALWAYS WILL BE TRADITIONAL ABORIGINAL LAND.

Practices for Equity & Outcomes

Embedding Cultural Norms

“It’s about sitting together in this circle, in our culture, there’s no hierarchy. This is a circle of friendship, circle of connection, circle of listening.”

Julie Waddell, CSPD Jarara Indigenous Education Unit



Practices for Equity & Outcomes

Learning & Understanding Culture





Practices for Equity & Outcomes School Totems & Identity



Practices for Equity & Outcomes Through Actions

- Sustainability
- Purchasing and releasing eels to support the local numbers
- Clean up and protection of the 3 Sisters
- Adding native bees to the current garden
- Cleaning their Totem's habitat



St Canice's Primary Katoomba couldn't be prouder to have the spectacular Three Sisters right in their backyard. 🌄💙😎❤️

Students, families and staff recently celebrated their deep connection with the Three Sisters, highlighting the importance of community, Aboriginal culture 🇺🇸❤️ and caring 🙌 for the Blue Mountains World Heritage Area. 🌍🌿😊

Find out more about this great Blue Mountains school here:

<https://www.stcaniceskatoomba.catholic.edu.au/About>

Read the story here: <https://www.parra.catholic.edu.au/2022-StCanice-Immersion>





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Systems for Equity and Outcomes



Systems for Equity & Outcomes

Jarara Cultural Centre Leadership

- Spirituality days
- NSW Catholic Schools
Aboriginal & Torres Strait
Islander Conference
- Professional Development
- Cultural immersion for students
and staff
- Liaising with community Elders
- Advise on Aboriginal
Personalised Learning
Pathways.



Systems for Equity & Outcomes

STEM Project

“The Jarara Totem Project aims to ensure that as Australian citizens, we acknowledge and make a visible effort to protect, respect and advocate for the beautiful relationship Indigenous people have with their land as stewards but also with their spirituality” added Ashyra.

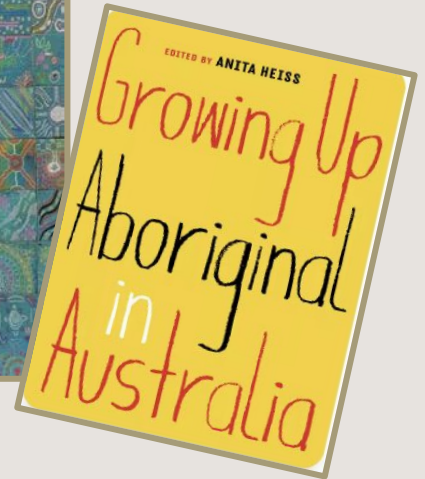
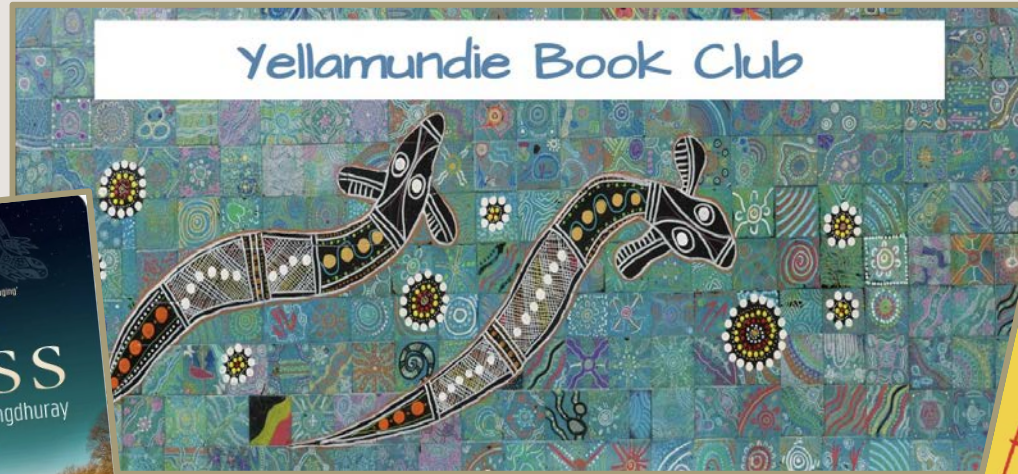
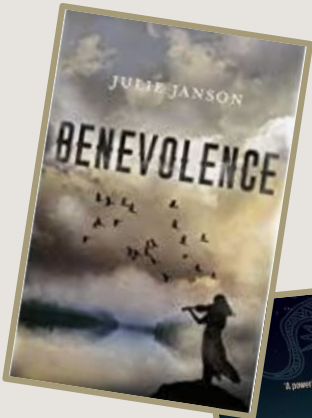


Systems for Equity & Outcomes

Professional Development

“The changes in awareness and attitudes amongst teachers regarding student needs and drivers of student behavior concerns is significant in the development of inclusive practices.”

Schimke, Krishnamoorthy, Ayre, Berger & Rees, 2022



Yellamundie - Storyteller

Systems for Equity & Outcomes

Understanding Intergenerational Trauma through PD

“Incorporation of culturally responsive and trauma-informed practices into such multi-tiered systems requires **capacity building** for all school staff to achieve effective, school-wide implementation. This includes training, coaching and leadership support.”

Schimke, Krishnamoorthy, Ayre, Berger & Rees, 2022



100%



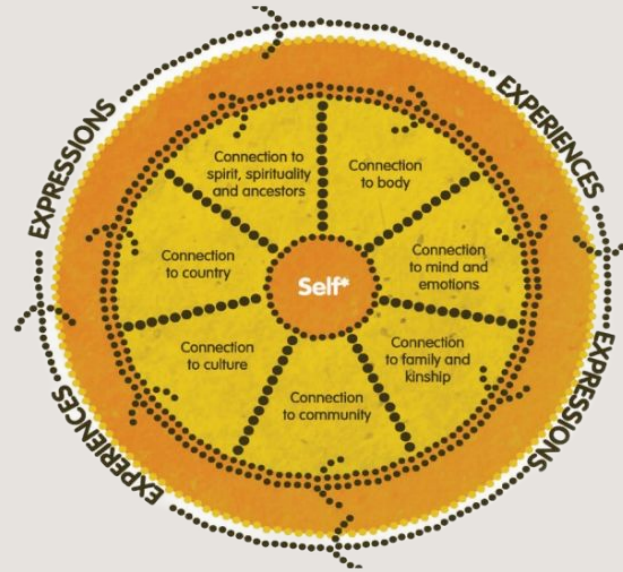
**Attachment and
Trauma Theory**

You have read: 55/55



Systems for Equity & Outcomes

Embedding Culture through Curriculum



Social and emotional wellbeing is a concept that attempts to encompass this holistic view of health.

“Identified the interconnected domains of connectedness to body, connectedness to mind and emotions, connectedness to family and kinship, and connectedness to community, culture, spirituality, and country as critically underpinning the Aboriginal conceptualization of social and emotional wellbeing.”

Systems for Equity & Outcomes

Embedding Culture through Curriculum

Social Emotional Program


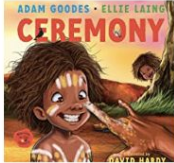



Social Skills Program:			
Teacher:		Stage: ES1 & 1	Year: Kindy / Year 1
Year: 2023	Term: 2	Weeks: 1 - social awareness	

<p>Learning Intention</p> <ul style="list-style-type: none"> - Learn skills to cooperate and improve relationships. - Recognise and develop healthy friendships. - Practise and develop social skills including self-awareness, honesty, cooperation and empathy. 	<p>Teacher information:</p> <p><i>Research shows that students who participate in rigorously designed and well taught social and emotional learning programs demonstrate more positive social behaviour, are less likely to engage in risky and disruptive behaviour, and show improved academic outcomes. Collaborative learning activities help students to build their social skills. Building a large vocabulary for emotions helps to increase emotional literacy, build self-awareness and empathy for others.</i></p>
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Learning Outcomes			
Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-2	Communicates ways to be caring, inclusive and respectful of others PDe-3	Practises self-management skills in familiar and unfamiliar scenarios PDe-9	Uses interpersonal skills to effectively interact with others PDe-10
Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-2	Recognises and describes the qualities that enhance inclusive and respectful relationships PD1-3	Demonstrates self-management skills in taking responsibility for their own actions PD1-9	Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10

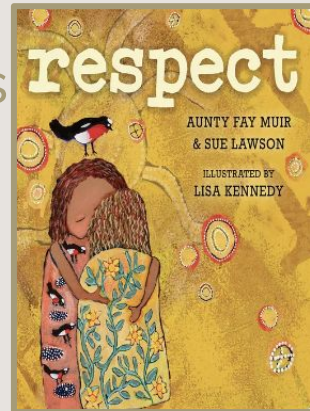
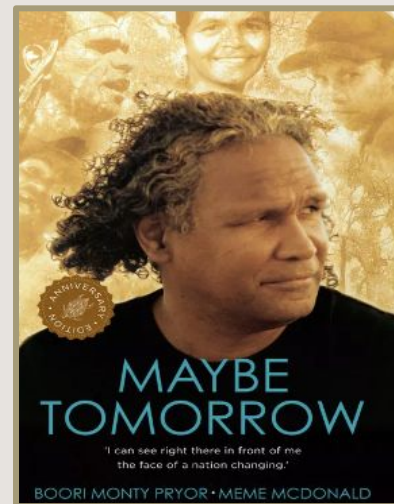
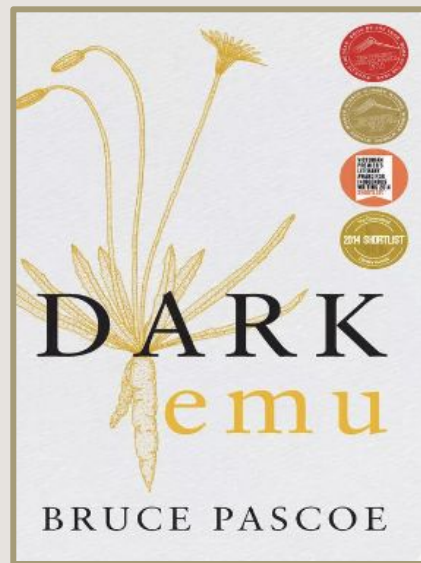
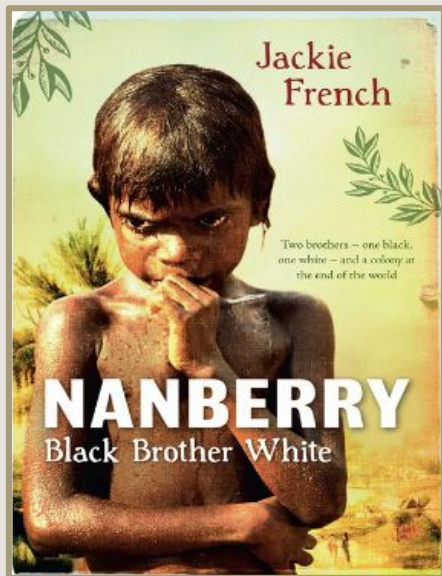
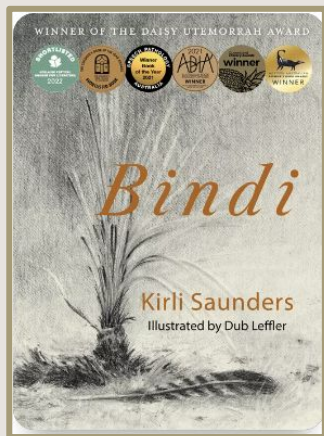
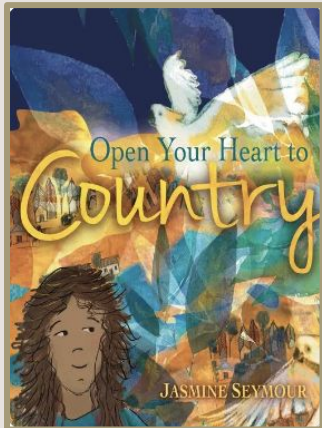
Cultural Domains of Social and Emotional Wellbeing			
<p>Connection to mind and emotion</p> <p>Individual's experience of wellbeing and the whole spectrum of basic cognitive, emotional and psychological human experience. Including the ability to manage thoughts and feeling.</p>	<p>Connection to physical wellbeing</p> <p>connection to body</p> <p>aspects of health and wellbeing that are rooted in the body. Using stress management and self-calming techniques.</p>	<p>Connection to community</p> <p>Building a sense of identity where personal connections and sociocultural norms are maintained.</p>	<p>Connection to family and kinship</p> <p>Building a sense of identity and participating in family and kinship and where personal connections and norms are maintained.</p>
<p>Connection to country</p> <p>Connection to country helps underpin identity and a sense of belonging.</p>	<p>Connection to culture</p> <p>A connection to a culture provides a sense of continuity with the past and helps underpin a strong identity.</p>	<p>Connection to spirit, spirituality and ancestor</p> <p>Spirituality provides a sense of purpose and meaning.</p>	<p>Connection to help in tough times.</p> <p>Identifying support people and help-seeking conversations for self and others.</p>

Social Emotional Program

Lesson 1		Resources / Cultural texts	Evaluation: (Location & students
	<p><i>Teach weekly Skill</i> (15 min)</p> <ul style="list-style-type: none"> ● Tell: We all belong to many different communities. People in Our communities support us, care for us and are role models. All communities are different and they are important to us for different reasons. ● Show: Read the picture book : 'Ceremony' by Adam Goodes Ceremonies are an important part of a community. The welcome ceremony welcomes all people to the community and makes us all feel welcomed. What is important for us to do to be a part of our school group, friendship group, church groups ect. ● Practise: Create a community circle for each stn Why are these people important? Create a welcome to be conducted by class every morning. Define the importance of inclusiveness and fresh start. 		<p><i>Classroom</i></p>
	<p>Making Connections: Connection to community - who is your mob? How do they support you?</p>		
	<p>Yarning Circle: This is our class community and today we are going to yarn about how important we each one of us are.</p>		
	<p>Journaling / Mindfulness <i>Dadirri</i></p>		

Systems for Equity & Outcomes

Embedding Culture and Making Connections

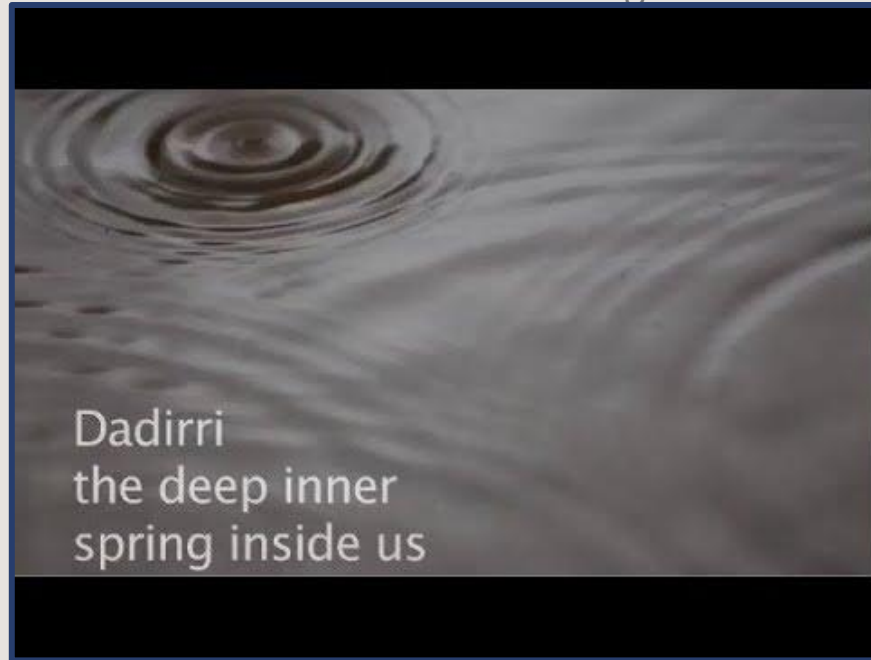


Dadirri

Connection to SEL, Contemplation & Mindfulness

"[Dadirri] is in everyone. It is not just an Aboriginal thing."

— Miriam-Rose Ungunmerr-Baumann, Aboriginal writer

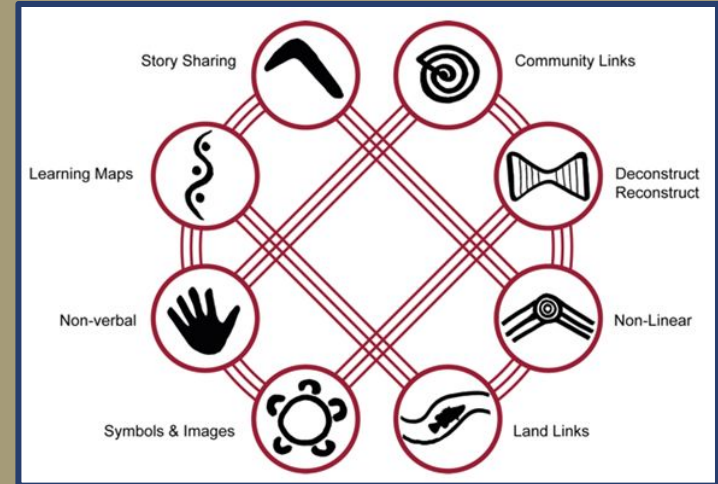


Source: *Deep listening (dadirri) - Creative Spirits*, retrieved from <https://www.creativespirits.info/aboriginalculture/education/deep-listening-dadirri>

Where to now...

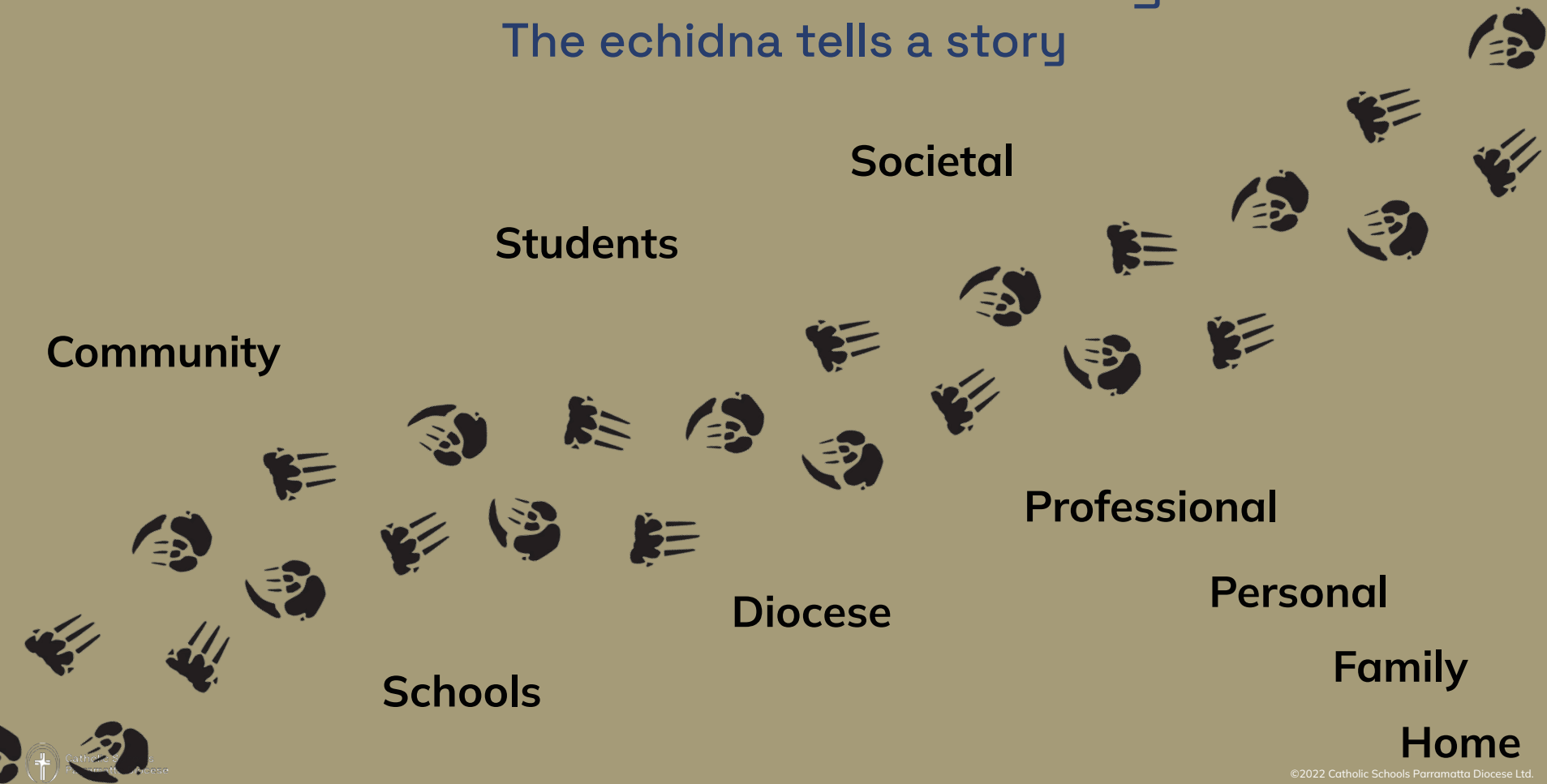
- Matrix - including community
- Schools sharing experiences
- Working more closely with Community Elders
- Professional Learning in understanding the 8 ways of learning framework

St Joseph's Primary One community, many hands and together we are		
Safe	Respectful	Learning
Safe hands, safe feet	Dadirri	Work together
Right place, right time	Kind words or no words	Watch, listen, wait & act
Protect self, others & land	Care for the environment	Play, experiment & take risks



The Path Ahead with Barrugin

The echidna tells a story



Community

Students

Societal

Professional

Diocese

Personal

Family

Schools

Home

Credit to our communities

Jarara Cultural Centre

Dalmari

Catherine McAuley, Westmead

Emmaus, Kemps Creek

Holy Family, Emerton

Holy Family, Granville

Holy Family, Luddenham

St Anthony's, Girraween

St Agnes, Rooty Hill

St Canice's, Katoomba

St Joseph's, Kingswood



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