



AISNT NEW MEXICO STUDY TOUR APRIL 2017



AISNT New Mexico Study Tour: 'Same, Same, Different'

There is an old saying that if you always do what you've always done, you'll always get what you've always got. We are aware that there is capacity for improvement in Northern Territory education, and the Association of Independent Schools of the Northern Territory (AISNT) is on the leading edge of this. One major focus area for our schools and organisation is improving outcomes for Indigenous students, as per the underlying principles of the Northern Territory Indigenous Education Strategy. The strategy's focus on five key areas – foundations, essentials, pathways, engagement and workforce – aligns with the themes explored by the New Mexico Study Tour.

Why New Mexico? There are two main reasons. This is the base of Dr George Otero, a renowned educational thinker who has been working with Independent schools in the Northern Territory for some time. It is also a state with a significant Indigenous population. While there are many differences between contemporary realities for Native Americans and Indigenous Australians, there are enough similarities to draw useful comparisons and seek best practices.

Study tour participants focused on:

- Community engagement: What practices are used to engage the community with the school? How important is language and culture?
- Student engagement: What practices are used to engage students with school? How crucial is student well-being and issues around identity?
- Evidence-based practices: What are the innovations driving improved outcomes for Native American students?
- School autonomy: How can successful New Mexico practices be mapped onto the accountabilities and procedures required of our schools by Australian and Northern Territory Government policies?

A phrase that was used throughout the study tour was 'Same, Same, Different', reflecting the connections that could be drawn to our own contexts while examining a very different educational environment. There is nowhere on earth exactly like the Northern Territory, but we can gain an enormous amount by meeting leaders and learning about good practice elsewhere, as well as reflecting on those things we are already getting right.

Gail Barker
Executive Director, AISNT



Dr George Otero: "All learning is relational"

What is the combination of personal, social, community and school factors that ensures happiness, health and education for all; and how can schools, families and communities work together to create educational opportunities that benefit all learners equally? Seeking and sharing answers to these questions is Dr George Otero's life work. The co-founder of the Centre for Relational Learning in Santa Fe, New Mexico, George is an educator, consultant, author and social entrepreneur. He is a frequent visitor to Australia, working with Independent, Catholic and Government schools, and has a long and fruitful relationship with AISNT.

George emphasises that school, family and community all educate children, and it is imperative that they work together. "Relationships are not just the key, they are the answer," he says. He believes that activating well-being is an essential part of every teacher's role. George points out that the average child is only at school for 17 per cent of their time, so the biggest resource for learning is what happens at home and in the community.

"The school should not be limited by the four walls of the building. The school is situated wherever the learning occurs. It is far more than the bricks and mortar of the classroom. Because the community is stronger than the individual, we must work to build trust and dialogue in order to promote engagement, motivation and connectedness. Social capital involves honouring that a community is made of many people at many stages. We need to make it about conversation, not consultation. See, Feel, Change is a more effective approach than Analyse, Think, Change."

New ideas from New Mexico

I was privileged to participate in the AISNT study tour to New Mexico in April 2017. It is easy for us to feel isolated in the Northern Territory, but AISNT works hard to break down the barriers of distance. We can learn a lot from colleagues interstate and overseas, and stepping outside your own school helps clarify the things that you are doing right as well as identifying areas for improvement.

One of the many positive attributes of the New Mexico study tour was undertaking it with colleagues who represented the full range of school roles. The diversity of our group – comprising principals, teachers, assistant teachers, academics, school board members and ancillary staff – provided insights at all levels of school operation, and enhanced the process of adapting theoretical learning to everyday educational practice.

Another key to the success of the tour was that it did not happen as a 'one off'. AISNT has formed an ongoing relationship with tour leader Dr George Otero. He has conducted professional development workshops on relational education in the Territory, and has previously hosted an Australian tour group to New Mexico that included Executive Director Gail Barker, myself and former AISNT Board member John Metcalfe. This 'build on' approach has much to recommend it.

Our group was struck by the similarities between the New Mexico educational experience, particularly with reference to Aboriginal students, as well as the profound differences. The representatives from Nyangatjatjara College and Yipirinya School – both of which have 100 per cent Indigenous enrolment – gained an enormous amount from meeting Native American educators and leaders, as well as visiting schools for Native American students. It was obvious that, despite living on different continents, there are important commonalities between the experiences of Indigenous people in Australia and North America.

One message that shone through on the study tour was the importance of wellbeing. This has been a focus area for many Northern Territory Independent schools and AISNT for some time, but the New Mexico experience reinforced that it is very hard for students to learn when they do not have personal wellbeing. While we are already active in this area, more needs to be done.

This study tour also underlined the value of collegiality amongst Territory Independent school educators. We are stronger together. My thanks on behalf of AISNT and the tour group to Dr George Otero for his knowledgeable and provocative leadership, and to Gail Barker and Cheryl Salter for making the tour happen. We are hopeful that a group of New Mexico educators will make a reciprocal visit to the Northern Territory in the near future. There are significant gains to be made on both sides of the knowledge exchange, and my sincere hope is that this will result in improved outcomes for our students in both locations.

Chris Harvey
Chair AISNT
Principal/CEO Nyangatjatjara College



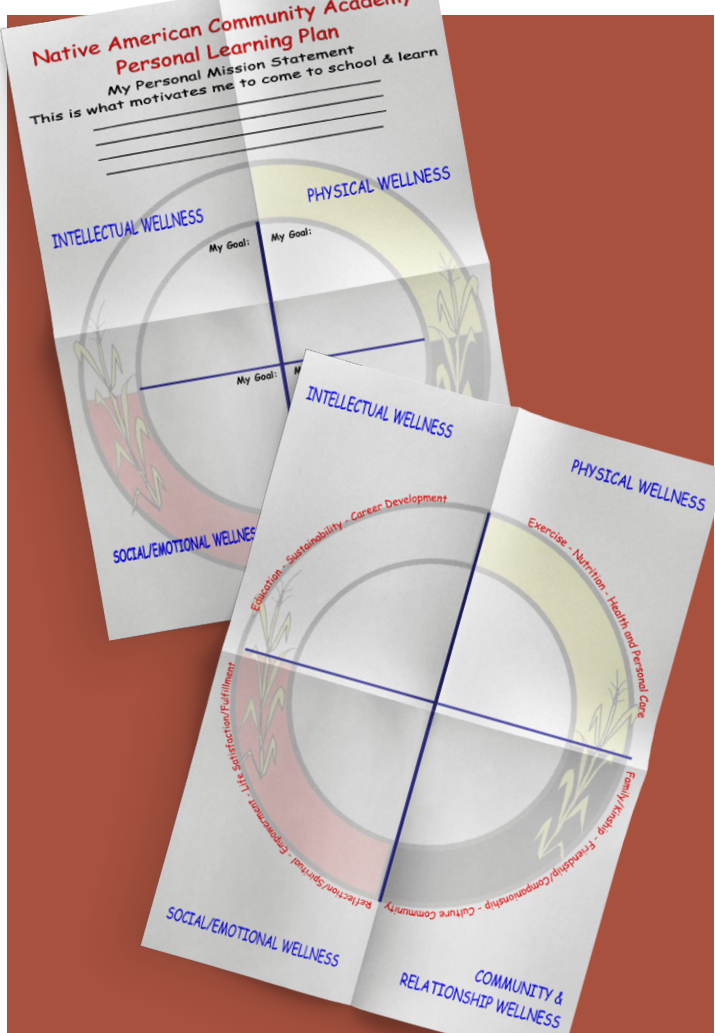


Wellbeing emerged as one of the biggest themes of the study tour. Miguel Angel Acosta of Santa Fe Partnership for Communities and Schools said that, "When you poll parents about what they want for their children it always is about wellbeing, not scoring high on math tests. But this is not where the curriculum is focussed."

At Sweeney Elementary School there is a very practical approach to wellbeing, addressing first the base level on Maslow's hierarchy of needs. Each morning every child collects his or her own food cart and enters the classroom to eat breakfast. The school responds to its socio-economically challenged families by sourcing food and other grocery items from food depots and sending home approximately 300 food packages every week.

Children at Ohkay Owingeh Community School are also fed each morning, arriving at school at 7.30am for breakfast. After eating they gather in a circle, say the Oath of Allegiance in English, then a prayer in the local language Tewa to start the day. Dr Matthew Martinez, Associate Professor of Pueblo Indian Studies at Northern New Mexico University and part of the management team at Ohkay Owingeh Community School, says this "sets the tone. Kids have a mind then to get things started. We try to be proactive in wellbeing through activities that don't cost anything."

Wellbeing is central to schooling for secondary students at Native American Community Academy (NACA) in Albuquerque. Students use a Wellness Wheel to plot their strengths and aspirations. They undertake a wellness self-reflection at least four times per year and present this to their families. Part of the process is the setting and checking of goals. NACA also employs student-community liaison officers, tasked in particular with addressing suicide and substance abuse, proactively and through a strengths-based model.





INDIGENOUS CULTURE AND LANGUAGE

Some of the best learning occurred through visits to pueblos – roughly equivalent to Aboriginal communities in Australia – and meeting local Native American people. While there are many differences between the Native American and Australian Aboriginal experiences, there are valuable similarities. Study tour participants were unanimous in asserting the value of first-hand experience at Santo Domingo Pueblo, a place where photographs and even sketching are forbidden, but where the culture is vibrant. Tour members watched local men and children perform traditional dances, then shared feasts at the homes of two local women. It was the Easter weekend, and the tour group was very privileged to be part of the traditional celebrations.

This provided context for meeting Anpao Duta Flying Earth, Head of School at NACA. He said, “Indigenous education predates the four walls of a school building. For a long time there was a policy of ‘Kill the Indian, save the man’, where they attempted to eradicate our culture. We work very hard to keep culture strong. Our students fall across the whole spectrum of student involvement with Native American culture. We encourage our students to unapologetically bring their identity into the educational space. They don’t turn their Indigenous switch off when they walk in the gate. We talk to our students not about walking in two worlds, but to be who you are in every place you are in.”

A key aspect of maintaining strong culture is working with parents and grandparents as well as students. Miguel Angel Acosta said, “Parents are given a message that they are not good enough. ‘We are the experts, you are not.’ A lot of people working in programs come in with attitudes that they are the experts and ‘we need to fix the families’. That sort of colonisation gets internalised. You hear mothers say I don’t want to talk to my kids in language because I don’t want to ruin their schooling. Too often the message is ‘If you keep reinforcing your home language rather than English, kids will not succeed in school’. We flipped this around and said that culture and

language are the things that will keep you going. In fact, succeeding at school is not your whole life.”

In the Santa Fe educational district there are approximately 14,000 students, of whom 440 are Native American. Because they are scattered through the school system there is a summer school with an enrichment program for K-6 Native American students, and other opportunities for them to come together. Coordinator of Native American Student Services Nancy Davis said, “We try to empower parents to teach history lessons and come as guest speakers.” Some schools run parent classes in English, ICT and resumé preparation, “anything to get the parents involved”. Across the school district, 80 per cent of students are non-Anglo, but only 20 per cent of teachers are. There is a conscious and concerted effort to ‘decolonise the classroom’ and create a place where students can see themselves in texts and curriculum and feel welcome. This is married to culturally and contextually responsive pedagogy, all of which flows from establishing an increased level of trust. This in turn helps with issues around truancy and attendance.

Augustine Calvert teaches the Tewa class at Ohkay Owingeh Community School. Students’ backgrounds with the language are very varied: some parents do not speak Tewa at all; others have families that are fluent. Augustine has an environmental science degree and says, “My native culture was my own cheat sheet.” He thinks that training in science is an advantage when studying/teaching language.

Dr Martinez said, “Language is more than just words that are spoken.” He noted that when students finish at the local primary school most attend the Santa Fe Indian School which means being with children from other Pueblos, who are not always simpatico. “The world view of other Native American kids can be very different. This goes for language as well; Tewa and Zuni, for example, are as different as German and Japanese.”





"We try to use 'open parts' which are materials with no set meaning. Learning is naturally and innately in children when they play. 'Player' and 'learner' go together like right hand and left hand. Play is a vital part of learning for everyone, but especially children."

- Lois Vermilya, Director Family Development Program, Wemagination Resource Centre, Albuquerque

"We don't teach to the test. It must be grounded in excellence and Indigenous education. We do a lot of Understanding By Design – backwards planning. We see textbooks as a supplementary resource. Our teachers are our curriculum developers."

- Anpao Duta Flying Earth, Head of School, NACA

At Sweeney Elementary School there is an expectation that in every class teachers can and do explain to their students:

- What am I learning?
- Why am I learning it?
- How will I be assessed?

"Before addressing truancy we need to work on relationships, decolonising the classroom, create a place where students can see themselves in texts and curriculum, and feel welcome. Teachers need to re-establish trust, then we will have kids wanting to come to school, and attendance will follow."

- Nancy Davis, Coordinator Native American Student Services

"It is not just about how do we bring community in to the school, but also how do we get the school out into the community? We do this through service by our students,

presentations, displays of the power and genius of our Indigenous youth."

- Anpao Duta Flying Earth, Head of School, NACA

At Taos Academy Charter School the three goals are:

- Academic achievement
- Leadership
- Social responsibility

Taos Academy Middle School students have compulsory attendance on Mondays and Wednesdays and optional attendance on Tuesdays and Thursdays; for Senior students the days are reversed. The school has 96 per cent attendance. Director and Co-founder Traci Fillis says, "There is something magical about flexibility and choice."

"We are working with young people who are finding out about their history which includes things like genocide, rape, murder and dispossession. While we are doing this, we have to find ways to channel their emotions away from victimhood."

- Anpao Duta Flying Earth, Head of School, NACA

"We instil that everyone at this school is an educator, from the first person the kids see in the morning – the bus driver – to the janitor, teachers and the principal. We preach that culture, and it is very important. Our small class sizes mean that teachers know their kids extremely well. Teachers are in tune with the rhythm of students."

- Dr Matthew Martinez, Ohkay Owingeh Community School





At Taos Academy Charter School the core curriculum, according to Traci Fillis, is 21st Century learning skills. These include:

- **Creative Thinking**
- **Problem Solving**
- **Communication**
- **Collaboration**
- **Global Connectedness**

"We have to establish conversations between families, communities and schools. The community space is filled often by service providers rather than residents, and they play a bigger and bigger role in these conversations – sometimes in a good way, sometimes not. We set up a very successful model, the Community Schools Partnership, in Albuquerque. It is still in existence 10 years later. Leadership is an active thing – we wanted people to come to sessions on Saturdays, then take that out into the world. In terms of the success of the project, you can not underestimate the importance of good food and childcare.

"We did a questionnaire of participants to help create a community resource map. These were people with connections and things to offer, even if they did not know that. We wanted to show the community knowledge, community connections. What are the things in our community that keep people safe and keep families together? We also listed the things that are not healthy or helping. We talked a lot about culture and language and their importance.

"We originally scheduled four sessions, but they asked for it to run for twice as long because they said the projects needed more work. Every project was a family success plan. We worked to a timeframe of 10 years, and people presented their projects publicly – to the rest of the group, business people, people connected to the parish, and other people important of them. This became a public commitment, and this links to the importance of public ceremony."

- **Miguel Angel Acosta, Santa Fe Partnership for Communities and Schools**



Participant Reflections

Rita Andrews, Rebekah Osborne-Ken and Maria Edimintja, Nyangatjatjara College/Parent

We liked seeing all the different places and the country. Seeing and learning about people's culture. Going to all the different places. Some of the stories were really happy stories and other places they were sad. With all the colonisation of different people here I feel for them.

We noticed in the schools the way the classrooms were organised. At Sweeney the young children's work on the walls was great. We have seen snow, traditional dancing, petroglyphs, walking around with wildflowers in the desert, so many things. It is hard to get your head around the country because there is so much difference here. At Bandolier I was trying not to cry, but there is something really amazing about that place. For me it was a spiritual thing and it touched me greatly. The place that inspired me was

NACA. It made me think my kids could be leaders in school in a big way.

Parent leadership was a big thing. Elders and people like that are so important in lifting people up and making them feel protected, but parents have a role too. We need our parents to stand strong for the children and for the school, to teach two ways. We hope some other Anangu come here next time, maybe some young leaders in the school.



Gail Barker, AISNT

I am amazed by the depth of similarity between the culture and multiracialism of New Mexico and the NT. This becomes more evident with every foray I make into this amazing land.

My first trip was an 'Aha!' moment when I noticed the similarity of land and peoples. This second trip provided a more profound understanding at a much deeper level. Experiencing

together, talking together, sharing, playing, discovering together fed my desire to want to continue this relationship.

Expanding the relationship to a broader group is one of the many desires I have, both for the NT and Australia, as well as across the world. Talking with our group we noted the strong sense of what it is to be New Mexican and how it is articulated by all. Wouldn't that be

wonderful, if we could have a strong NT identity such as this.

These experiences refresh me and push me to explore further. They make me question the directions we take and how we can contribute to the education debate on an NT, Australian and global perspective. Many questions, much to do, way too little time. The longer we take to improve education for our young people, the more we destroy.



Participant Reflections

Kylie Bethel, Yipirinya School

As the bus pulls in to Santo Domingo reservation it's dusty and deserted. The buildings are earth coloured. Small children, young men and women gather and sit on roof tops or under the verandahs. They have come to watch their children and grandchildren dance for the Easter celebration. The men lead the children out into the middle of the plaza. Some of the men make a small group to sing and play the drum, others form lines on the outside of the children.

The drum starts, the singing starts and children start to dance. The girls are wearing beautiful dresses, some have headpieces. The boys wear traditional pants with feathers and other pieces. Some of the children are so little and follow their bigger brothers and sisters around. It's an amazing sight. Such a sense of belonging. I can feel it in the air. You can feel and see the pride from the families sitting and watching. The sun is hot and the children keep dancing, not stopping at all. We sit for hours and watch. All I can think is my bottom is getting sore and I'm really hot, and yet the children's resilience to keep dancing was amazing. After a few hours we are invited into a home to have a feast.

When we arrive, we meet a beautiful wife, mother, grandmother. Her name is Bertha. Her home is gorgeous. Bertha explains that her grandparents built the house. They passed it down to her parents who then passed it on to Bertha. Bertha has now passed it on to her son who has added onto the house. She is very proud showing us around. We all sit at the table to eat the beautiful food herself and her daughter in law have cooked. There is food for weeks. At the end of the meal Bertha tells our group that we aren't visitors or friends but we are her family. In an instant I feel connected to her. We thank her and move on to another house we were invited to.

We arrive at the house and are met by Gladys. Again we are treated like family. We met her husband Andrew, her sons, granddaughters and daughters. The food again was amazing and there was enough to feed an army. It was a beautiful meal. There was chatting, laughter and friendships made. Gladys makes jewellery and she gave everyone a pair of earrings as a gift. We then bought necklaces and bracelets from her. She is an incredible woman.

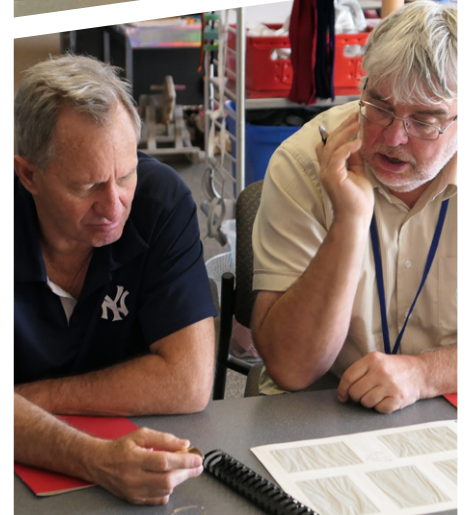
It was time to leave, everyone said their goodbyes. I could feel the sadness of leaving such an amazing Pueblo. Couldn't have started our tour in a better way.

Marnie Carrison, Yipirinya School

Overall, I feel inspired and hopeful for the future of our indigenous students. What struck me most were the similarities in the educational challenges that both countries have faced and continue to face. At the heart of this challenge is being able to develop, navigate and negotiate relationships with each other. When we develop authentic relationships we can then start the conversations to develop individualised solutions.

Tanya Fleeer, Nyangatjatjara College

The whole trip has been an incredible learning experience, and every visit has been fantastic in its own unique way. The Anangu and Pueblo cultures are similar in many ways. The Pueblo people have been so welcoming, their kindness has stood out to me. To experience another culture I think is a wonderful educational tool. I have enjoyed every minute of the trip. A once in a lifetime experience and I feel privileged to have been part of it





Ted Guzowski, Nyangatjatjara College

All travel broadens the mind, I believe, but travel with purpose broadens many minds. It is this experience that is insinuating itself in many of my reflections of our time in Santa Fe. As I recall the numerous precious moments, listening to Dr George Otero and our various hosts espouse the virtues of relational learning I remember too, the faces of colleagues also absorbing these wisdoms and sharing their related experiences. On this trip the learning has been communal, comparative and collaborative. Ideas not immediately understood at the point of delivery have been processed through myriad conversations, comments and anecdotes. Concepts have been reviewed, not simply through the filters of my own personal experiences, but through the exchanges they elicited amongst fellow travellers. To characterise this as 'sharing' is inadequate. Ideas have been passed between group members and returned nuanced, adjusted and synthesised.

Jungala Kriss, Yipirinya School

Taking new learned knowledge, comparing where we can, and seeing how the different schools have used their thinking to fit their own mould. This gives us a chance to use some of the ideas and see how best it translates in our environment. We've met lots of new and wonderful people, making ways to mould friendships into the future. Each school and experience we've encountered has offered new and exciting memories. We came, we saw, we learned, we have choices.

Janice O'Regan, Yipirinya School

All of the leaders and teachers at schools visited showed to be great or effective team players – autonomy and empowerment was evident. All approaches also showed to be student centred. It would be fabulous if we could have smaller classes. I will pray for that. The relational PD was beyond my expectations. I will be taking the Wellness Wheel with me, with the hope to extend our wellbeing program. I particularly hope to include the walking activity.

Wemagination, I will be taking play ideas from this awesome program. On our walking trip other staff members and I reflected on this program and wellness activities – it was great to have lively, fun discussions and share ideas in how we can implement them – it would be a great tool to draw in family members.



Participant Reflections

Sam Osborne, Nyangatjatjara College/University of South Australia

The opportunity to visit and learn about the context of Native Education in New Mexico was a rare privilege. We were introduced to a wide range of communities and aspects of community life as well as a diverse range of education contexts. For me, listening to the Principal of a Native Academy Charter School was particularly powerful as he iterated the challenges of identity and language and cultural development and notions of success in schooling. I would love to have Duta come and share with remote schools and communities as there is much we can learn from him.

So many challenges to the future and aspirations of Native youth were relevant to issues for young Aboriginal people in very remote communities. The opportunity to learn and share with colleagues was very special and New Mexico will live long in our hearts and minds.

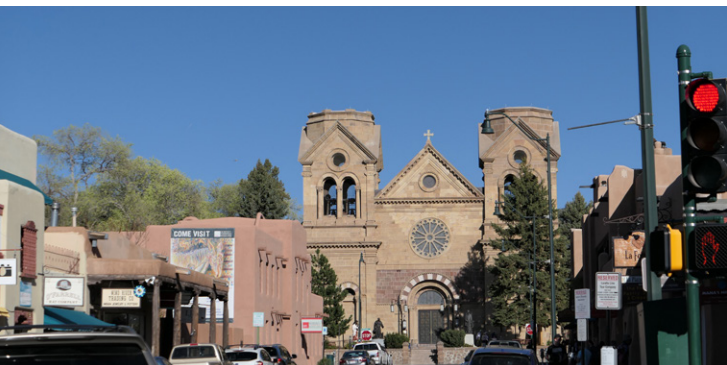
Cheryl Salter, AISNT

What an amazing experience that went well beyond expectations! George's passion and enthusiasm for Relational Learning is catching! Meeting all those amazingly passionate educators, who are committed to facilitating the development and growth of the leaders of the future, was humbling. The focus on 'self identity' and 'pride' is important - meeting and hearing the history and stories of the native leaders was inspirational. They are truly comfortable in their own skins and proud of who they are, their culture and language. It was a privilege meeting these people, as they shared their histories, stories, culture and the associated challenges. It certainly highlights the importance of culture and language in our schools, and the link to identity and the need to make this a focus of our community schools.

Visiting the pueblos, watching the corn dance and joining families in their homes for Easter celebrations was humbling. Being part of, and witnessing, the function and closeness of these communities was powerful. The focus on well-being in the schools visited reassures me that our focus as a 'family of independent schools' on mindfulness and well-being is on track. Wouldn't it be great to have schools where their well-being is central to their learning!

I think the biggest challenge for us as educators is working with the challenge of making culture and language the core that drives our teaching and learning programs in schools, within the political agenda, that is currently focusing on NAPLAN and international testing results. Each journey starts with a small step - I am leaving this Study Tour inspired and am ready to take that step with our schools.





Participant Reflections

Suzii Shaw, Yipirinya School

No words could really capture the feeling of this trip to New Mexico for me. Respect grows as we learn about each other. Admiration for George and his co-pilots grows each day and the love, respect and pride in their community shows in them. Experiencing and sharing in the people, the culture, history, the stories of survival, the children and dedication blows my mind. I see nothing but the power of love here regardless of political issues they face. I see community strength, faith, leadership, focus and goals. The schools we have visited show everything I mentioned above but also team work and family at work.

I loved the theme 'Same, Same but Different' as I felt personally connected and emotional at times. I admire and am in awe of the people we have spoken to along the way, just hearing the motivation and the dedication they show for their next generation of leaders only inspires me to do more with ours.

Lorraine Sligar, Yipirinya School

Many different experiences. Many need a lot of reflection and thought. Sweeney Elementary – this is a school I would like to revisit and spend more time with the school leaders. The Pueblos were inspiring, as were the leaders of the Pueblos. The dancing on our first day was a wonderful start to our journey. I also loved the time spent outside walking, talking, looking.

I will take home further thoughts on what makes a successful school, and how we can keep moving forward. Respectful relationships – concentrating on the positive, activating wellbeing and what does this mean for us. In terms of changing practice, we will continue with what we are doing now but investigate and explore. I will work more with staff to explore what we can do about the issues we face.

Michael Winkler, AISNT

I liked our immersion in local history and culture – in particular Native American history and culture, but also the Spanish and Anglo streams – which provided context for our examination of local education. This came through some exceptional experiences: the dancing and sharing of food at Santo Domingo Pueblo, the history lesson on invasion and cultural resilience at Taos Pueblo, the walks around Bandelier National Monument and the petroglyphs near Ohkay Owingeh, and in particular through conversations with informed and generous locals. This provided a great underpinning for understanding the educational strengths and challenges in New Mexico. I was inspired by the thoughtful engagement of our Northern Territory representatives, and excited to see what will grow from the seeds planted on this study tour.



Dr George Otero

The main thing I have seen is the strong affinity that the group has to New Mexico. That is 'same, same, different'. It is stronger than with any of the groups I have had before.

I noticed that with this group there has been an enjoyment but also a caring about each other. It is a very diverse group including academics, parents, young people, principals, community members. I noticed that people were paying attention to and caring for each other.

Clearly people are seeing seeds worth tending, exploring and nurturing that will help us grow. People coming from their own cultural strength. You don't live in two worlds as two people, you live in all the worlds as yourself, as a strong person.

Jungala's comment that we came here and saw the future, that was so great. I think participants saw your own seeds for the future in being with New Mexico communities, friends and educators. That is my hope. When you go to a place that isn't yours, it can be similar but it's completely different because it is not your fishbowl.





RECOMMENDED FURTHER READING

'A Subtractive Education' by Herb Childress, The Phi Delta Kappan, Vol 88 No. 2, October 2006

'The silenced dialogue: power and pedagogy in educating other people's children' by Lisa D. Delpit, chapter in Beyond silenced voices: class, race, and gender in United States schools by Lois Weis and Michelle Fine, State University of New York Press, Albany, New York, 1993

'Language, Identity, and Power: Navajo and Pueblo Young Adults' Perspectives and Experiences with Competing Language Ideologies' by Tiffany S. Lee, Journal of Language, Identity & Education, 8:5, 2009

'The cultural Interface' by Martin Nakata, The Australian Journal of Indigenous Education, Volume 36, Supplement, 2007

'Decolonial goals and pedagogies for Indigenous studies' by N. Martin Nakata, Victoria Nakata, Sarah Keech & Reuben Bolt, Decolonization: Indigeneity, Education & Society Vol. 1, No. 1, 2012

'Families as foundation: Anangu perspectives on what else matters in remote education' by Sam Osborne, UNESCO Observatory Multi-Disciplinary Journal in the Arts, Vol 4 issue 2, 2015

'Staging standpoint dialogue in tristate education: privileging Anangu voices' by Samuel Osborne 2016, Doctor of Philosophy thesis, Victoria University, Melbourne

'What We Don't Know Can Hurt Them: White Teachers, Indian Children' by Bobby Ann Starnes, The Phi Delta Kappan, Vol 87 No. 5, January 2006







Association of Independent Schools of the Northern Territory

www.aisnt.asn.au

GPO Box 2085 Darwin NT 0801

08 8981 8668

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