**Paper 3:** Aboriginal community educators leading professional learning on Country

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Abstract

A systematic review of the research literature over a ten-year period found that professional learning tends to focus on school reform despite the evidence that quality teaching and thoughtful collaboration with Aboriginal communities are more likely to impact Aboriginal student outcomes. This paper presents research with Aboriginal community educators who lead professional learning for pre-service and in-service teachers. Through the enactment of Country as a pedagogical device, Aboriginal community educators’ knowledge of place, culture, history and politics provides opportunities for teachers to transform their perceptions of teaching and learning in Aboriginal contexts. Pre/in-service teachers reported increased confidence, knowledge and relationship-building skills to work with Aboriginal communities to embed Aboriginal content and to develop culturally nourishing pedagogies to better engage Aboriginal students in their learning.