

Conversation 1

Finding Your Place on Placement

Identity, belonging and navigating placement with confidence.

You belong here.



Key questions

- What does “feeling like you belong” in a school look and feel like?
- What are some of the opportunities and challenges of placement?
- How can teachers and schools create culturally safe and welcoming environments?
- What advice would you give to a preservice teacher starting placement?

“Your identity, knowledge and perspectives are strengths in the teaching profession.”

Conversation 2

Beyond the Acknowledgement

Embedding First Peoples’ perspectives in meaningful and authentic ways.

*More than an add-on.
A deeper commitment.*



Key questions

- What do we mean by “embedding First Peoples’ perspectives” in schools?
- What are some common misconceptions or mistakes?
- How can we move beyond tokenistic approaches?
- What should preservice teachers consider from a responsible practice perspective?
- What is one thing beginning teachers can do to strengthen their practice in this area?

“First Peoples’ perspectives aren’t an add-on – respectful practice starts with relationships, context and responsibility.”

Conversation 3

Learning From Country and Community

Building respectful relationships with Country, community and local knowledge.

*Listening.
Learning.
Relationships.*



Key questions

- Why is understanding Country and local community important for teachers?
- What should preservice teachers learn about the Country on which they are teaching?
- How can we develop respectful relationships with community?
- Where can preservice teachers look for trustworthy and appropriate information?
- What is one small but meaningful action a preservice teacher could take this week?

“Respectful practice begins with listening, learning and relationships.”

