

# *Reconciliation Conversation Starters*

## ...for the Globally Engaged Classroom and Staffroom



1. What is the purpose of *Reconciliation Conversation Starters*?
2. How does *Reconciliation Conversation Starters* align with relevant curriculum?
3. What is the pedagogical approach used in *Reconciliation Conversation Starters*?
4. What are four *Reconciliation Conversation Starters* I could adapt for my classroom and/or staffroom?

This program is supported by the Queensland Government through The Department of Premier and Cabinet.

# Acknowledgment of country

"I acknowledge the Australian Aboriginal and Torres Strait Islander peoples as the first inhabitants of this country and pay my respects to the Traditional Owners and Elders, past and present, of the land on which this resource was created, the Turrbul people."

Warning: This presentation includes images and names of deceased people that may cause sadness or distress to Aboriginal and Torres Strait Islander Peoples.

# 1. What is the purpose of *Reconciliation Conversation Starters*?

## A. Classroom Resource:

- An entry point into issues impacting on the lives of Indigenous Australians
- Connects local issues to the global context nurturing a 'global mindset'
- Promotes the development of alternative perspectives using Harvard University's Visible Thinking Approach.

## B. Staffroom Resource:

- Strengthen teacher knowledge and understanding about issues impacting on the lives of Indigenous Australians
- Strengthen teacher capacity to explore 'teachable moments' which can pop up in classroom discussions
- Reflection tool for Professional Learning Teams to consider where featured topics and strategies could be embedded into their curriculum.

2. How does *Reconciliation Conversation Starters* align with relevant curriculum?

A. Australian Curriculum:

- Cross-curriculum Priority: Aboriginal and Torres Strait Islander Histories and Cultures (Codes: 1.1, 1.4, 1.6, 1.9)
- General Capability: Intercultural Understanding (Element: Interacting and empathising with others)
- Learning Areas - English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages

B. QCAA 21<sup>st</sup> century skills in the General senior syllabuses: Personal and social skills

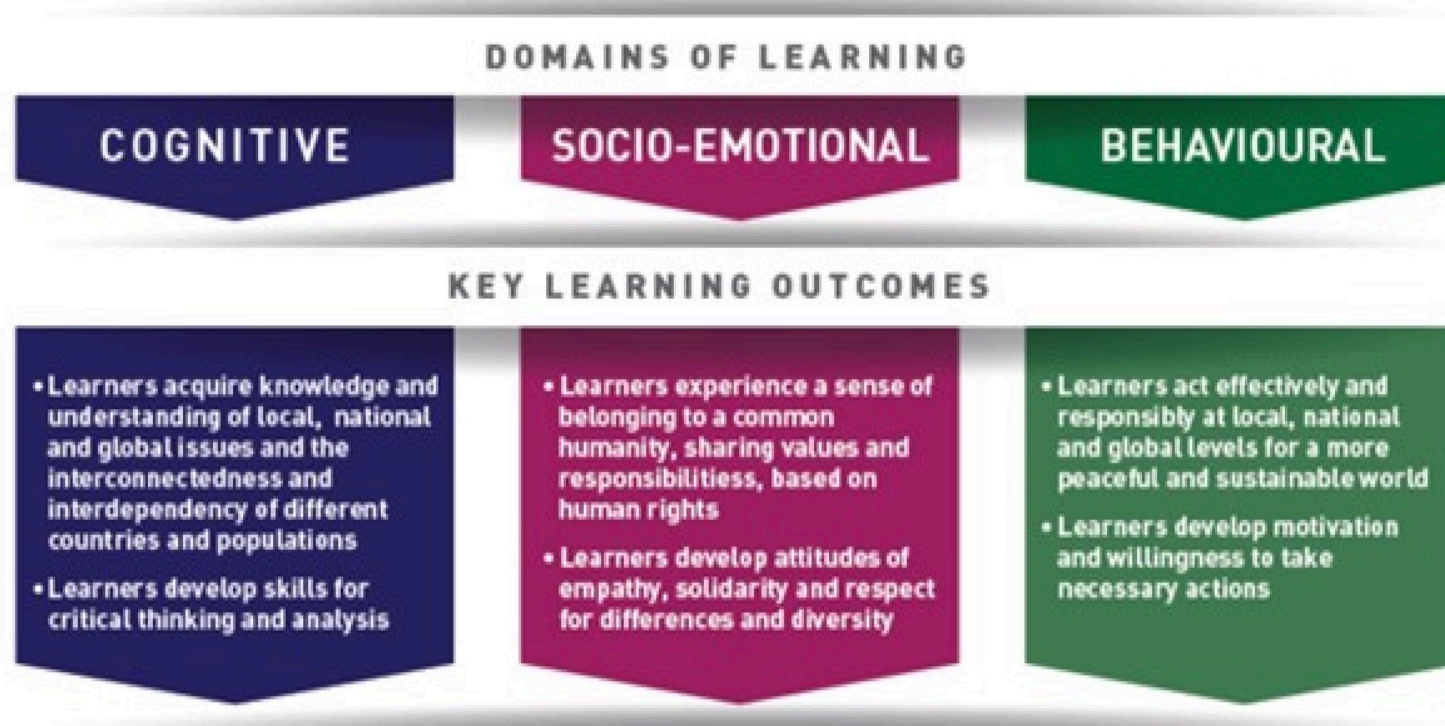
C. The Early Years Learning Framework for Australia (EYLF)

D. MY TIME, OUR PLACE Framework for School Age Care in Australia.

### 3. What is the pedagogical approach used in *Reconciliation Conversation Starters*?

a) Global Citizenship Education

## Global Citizenship Education



Source: United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). *Global Citizenship Education: Topics and learning objectives*. France. United Nations Educational, Scientific and Cultural Organization.

b) Visible Thinking Approach @ <http://www.visiblethinkingpz.org/>

- Developed by Project Zero, Professional Education at Harvard Graduate School of Education (HGSE)
- Aim: to deepen content learning and to cultivate students' thinking skills and thinking dispositions across all ages and subjects.
- Emphasises three core practices:
  1. Thinking routines
  2. Documentation of student thinking
  3. Reflective professional practice.
- Four Thinking Ideals: **Understanding, Truth, Fairness** and **Creativity**

# Visible Thinking Routines

## *Reconciliation Conversation Starters*

<ul style="list-style-type: none"><li>• <i>Think Puzzle Explore</i> A routine that sets the stage for deeper inquiry</li><li>• <i>Claim Support Question</i> A routine for clarifying truth claims</li><li>• <i>Step Inside: Perceive, Know about, Care about</i> A routine for getting inside viewpoints</li><li>• <i>See Think Wonder</i> A routine for exploring works of art and other interesting things</li><li>• <i>Circle of Viewpoints</i> A routine for exploring diverse perspectives</li></ul>	<ul style="list-style-type: none"><li>• <i>Connect Extend Challenge</i> A routine for connecting new ideas to prior knowledge</li><li>• <i>What Makes You Say That?</i> Interpretation with justification routine</li><li>• <i>Tug of War</i> A routine for exploring the complexity of fairness dilemmas</li><li>• <i>Making It Fair: Now, Then, Later</i> A routine for finding actions</li><li>• <i>I used to Think ... Now I think ...</i> A routine for reflecting on how and why our thinking has changed</li></ul>
--	---



- I. How does the 'Greatest Show On Earth' connect us to the roots of injustice experienced by the Bwgcolman people?
- II. How can the streets of Myanmar and Mount Isa help us better understand homelessness?
- III. Who owns indigenous artefacts? From Canada to Cairns.
- IV. What is in a name? The rise and fall of Jim Crow from the USA to Rockhampton.