



SLI podcast series discussion guide ep. 18

Exploring culturally inclusive pedagogies

The School Leadership Institute's Leadership in Focus podcast series shines a spotlight on school leadership and explores key issues for school leaders. This episode, which features an interview with Macarthur Girls High School Head Teacher (History and Languages) Melissa Grima-Schmidt, explores the concept of culturally inclusive pedagogy. The points below are designed to stimulate reflection and discussion for individuals or with a team about how school leaders and teachers can implement culturally inclusive pedagogies to foster a greater sense of belonging and engagement for all students.

Speakers

Melissa Grima-Schmidt: Head Teacher (History and Languages), Macarthur Girls High School

Joanne Jarvis: SLI Director and host of the series

Discussion points

Culturally responsive pedagogy in action

Melissa emphasises the importance of valuing students' cultural capital. How can you incorporate culturally inclusive practices in your own teaching and/or leadership to ensure that all students feel visible and valued, particularly in subjects or contexts where they may not have direct cultural ties?

Engaging families and communities

The Translation Initiative not only engaged students but also their families and communities. What strategies could you use to further involve families in school projects, particularly those that highlight students' unique cultural backgrounds and languages?

“This was an exciting endeavour that everyone was not only willing to participate in, but were actively advocating for. We all had that shared vision and we all appreciated the importance and we believed in what this initiative could provide.”

Melissa Grima-Schmidt

Building a shared vision among staff

A key element of Melissa's leadership was establishing a shared vision for cultural competency within her faculty through the implementation of the new curriculum. How can you foster a collaborative environment within your team to ensure a shared commitment to culturally inclusive practices as you move to working with the new curricula? What challenges might arise in this process, and how can they be addressed?

Empathy and perspective in history teaching

The translation of the World War I letter allowed students to develop empathy and perspective. How might you use similar authentic artefacts or personal narrative in your own teaching practice to foster a deeper emotional connection and critical thinking skills among students?

Impact on student engagement and belonging

The project resulted in increased student engagement, particularly among those who were previously less engaged. In your context, what steps could you take to ensure that students from diverse backgrounds feel a sense of belonging and that their voices are heard in the classroom?