

Conversation Starter

Do you want to be a teacher?





Contents

- Do you want to be a teacher?..... 4
- We need more Aboriginal teachers!..... 5
- Why we need Role Models 6
- Aboriginal Teacher Role Models.....7
- What Aboriginal teachers and students think about why we need more Aboriginal teachers..... 8
- Importance of more Aboriginal Teachers 10
- Pathways to teaching 12
- Study your way..... 14
- When you learn to be a teacher, you will be taught many things 15
- Courses 16
- Scholarship Programs..... 17
- Useful Links and Contacts 18



Do you want to be a teacher?

Aboriginal senior secondary students stated that they would like someone to have a conversation with them, tell them that teaching is an option, and ask them if they would like to be teachers.

You could have a conversation with -

- Your family
- Your classroom teacher
- Your career education teacher
- Your Vocational Education and Training (VET) in Schools teacher

We need more Aboriginal teachers!

We need more Aboriginal teachers in Australia and especially in the Northern Territory (NT). In the NT we have the highest proportion of Aboriginal and Torres Strait Islander people at 30.8% than anywhere else in Australia. In addition, the NT has the highest proportion of Aboriginal and Torres Strait Islander students, at approximately 40%.

Some students have trouble with school and need greater support to achieve the standards expected, especially students who do not speak English as their first language or who have limited access to education.

Aboriginal teachers could help Aboriginal students learn better at school, but only a little over 2% of fully qualified and registered teachers in the NT are Aboriginal.



Why we need Role Models

Aboriginal teachers are likely to have higher educational expectations of Aboriginal students. In the U.S., this effect has been studied. African American students who have had a African American teacher by 3rd Grade are more likely to succeed at school and enrol in college. These teachers have high expectations, use examples that students can relate to, and students can aspire to be like them.

Aboriginal teachers have a key role to play as role models.

Aboriginal Teacher Role Models

There are many Aboriginal people who have had success with education and become teachers. These people are ideal role models for telling the story about how they became teachers, and the rewarding career they have had despite challenges.

There are a number of ways to hear these stories. For example, you can listen to stories face-to-face or watch short videos such as on the Education NT YouTube channel. You may have some Aboriginal role models at your local school.

Contact the Department of Education and Training for more details, or visit teachintheterritory.nt.gov.au



What Aboriginal teachers and students think about why we need more Aboriginal teachers

Aboriginal teachers say...

“ Aboriginal people can fight against the negative views about Aboriginal people. ”

“ More needs to be learned in school... about our true history and be able to be proud of being Aboriginal. ”

“ Providing Aboriginal students with a sense of belonging is very important. ”



Aboriginal students say...

“ Build relationships easier, connect easier, make it (school) feel like a safe space. ”

“ They can teach kids the way they wanted to be taught, offering more opportunities and a similar mindset. ”

“ [Can] Teach bilingual education. ”



IMPORTANCE OF MORE

ABORIGINAL TEACHERS

STRENGTH IN CULTURE

Aboriginal teachers serve as role models for Aboriginal students, showing them that their culture and heritage are valued. This representation can inspire confidence and pride in their identity.

10

CULTURALLY APPROPRIATE PEDAGOGY

Aboriginal students benefit from educators who can incorporate Aboriginal ways of learning and knowing, making the curriculum more accessible and meaningful.



CHALLENGING STEREOTYPES

Having Aboriginal teachers in schools helps challenge stereotypes and biases by providing firsthand perspectives on Aboriginal experiences.

RECONCILIATION

Aboriginal teachers play a key role in reconciliation efforts by promoting respect, understanding, and dialogue.



IMPROVED EDUCATIONAL OUTCOMES

Aboriginal teachers are better equipped to provide culturally relevant teaching that resonates with Aboriginal students, leading to increased engagement, higher retention rates, and improved academic performance.

Pathways to teaching

AFTER YEAR 12

NON ATAR

REQUIRED ATAR

VET / TAFE Certificate
in Education

Associate Degree
or Diploma

Tertiary Enabling
Program

Bachelor Degree
(Education)

Master in
Teaching

Bachelor Degree
(Other)





MATURE AGE

UNDERGRADUATE

Master in
Teaching

**NO UNDERGRADUATE
QUALIFICATION**

Bachelor Degree
(Education)

VET / TAFE
Certificate in
Education

STAT Test

Associate
Degree
or Diploma

Work/life Experience

Tertiary
Enabling
Program

Study your way

There are a number of different options available to study teaching at Charles Darwin University.

For example, if you live in a remote or very remote community you may not have to leave your community to study. You may also be able to access the Remote Aboriginal Teacher Education (RATE) program.

For more information contact the NT Department of Education and Training - assistant-teach.det@education.nt.gov.au



When you learn to be a teacher, you will be taught many things



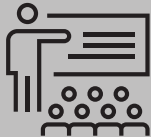
Classroom management, including behaviour management, and student wellbeing.



Assessment, moderation and reporting.



Literacy and numeracy requirements of a teacher and provided with additional support in these areas if needed.



While you are studying to be a teacher, you will have opportunities to practice in classrooms with supervising teachers to support you.



School curriculum and how to teach it.



Courses

Bachelor of Education (Conversion)

(WEDUC1 - 2025)

Duration 4 year/s full-time, 8 year/s part-time

Location Casuarina campus, Online

Bachelor of Education Birth to Five Years

(WEDB01 - 2025)

Duration 4 year/s full-time, 8 year/s part-time

Location Casuarina campus, Online

Bachelor of Education Early Childhood and Primary

(WEDEC2 - 2025)

Duration 4 year/s full-time, 8 year/s part-time

Location Casuarina campus, Online

Bachelor of Education Primary

(WEDP02 - 2025)

Duration 4 year/s full-time, 8 year/s part-time

Location Casuarina campus, Online

Bachelor of Education Secondary

(WEDS02 - 2025)

Duration 4 year/s full-time, 8 year/s part-time

Location Casuarina campus, Online

Diploma of Educational Studies

(YEDS02 - 2025)

Duration 1 year/s full-time, 2 year/s part-time

Location Casuarina campus, Online

Undergraduate Certificate Introduction to Teacher Education

(NTED01 - 2025)

Duration 0.5 year/s full-time

Location Online

Undergraduate Certificate Remote Educators

(NRED01 - 2025)

Duration 0.5 year/s full-time

Location Online

Scholarship Programs

CDU scholarships

CDU is committed to providing opportunities to students through our scholarship program. Scholarships are sponsored by individuals, businesses, government, community groups and the university to assist students with the financial burden of studying.

School-based traineeships

In-school based education support for year 10 to 12 in Aboriginal remote schools.

Aboriginal Teacher Education Scholarship

Scholarships to the value of \$15,000 per year (dependant on study load) are available for Aboriginal people in urban, regional and remote NT locations who are aspiring teachers and are currently studying, or are eligible to enrol in initial teacher education courses at an NT higher education institution.

Professional Learning Grant

Flexible vocational education and training initiative that provides coordination and grant funding to support Aboriginal educators to access professional learning that has an accredited training outcome.

Information accurate at time of printing.





Department of
Education

Useful Links and Contacts

If you are thinking about becoming a teacher, you should know that YOU CAN DO IT!! It is possible and there are people to support you along the way if you need it.

Aboriginal students can contact the **First Nations Student Support** team at Charles Darwin University for information on

 (08) 8946 6479

 <https://www.cdu.edu.au/first-nations-leadership/first-nations-student-support>


Additional contacts -

Charles Darwin University

 1800 061 963


 cdu.edu.au

Department of Education and Training

 (08) 8999 3523

 moreteachers.det@nt.gov.au

Batchelor Institute

 (08) 8939 7111

 batchelor.edu.au

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About this book

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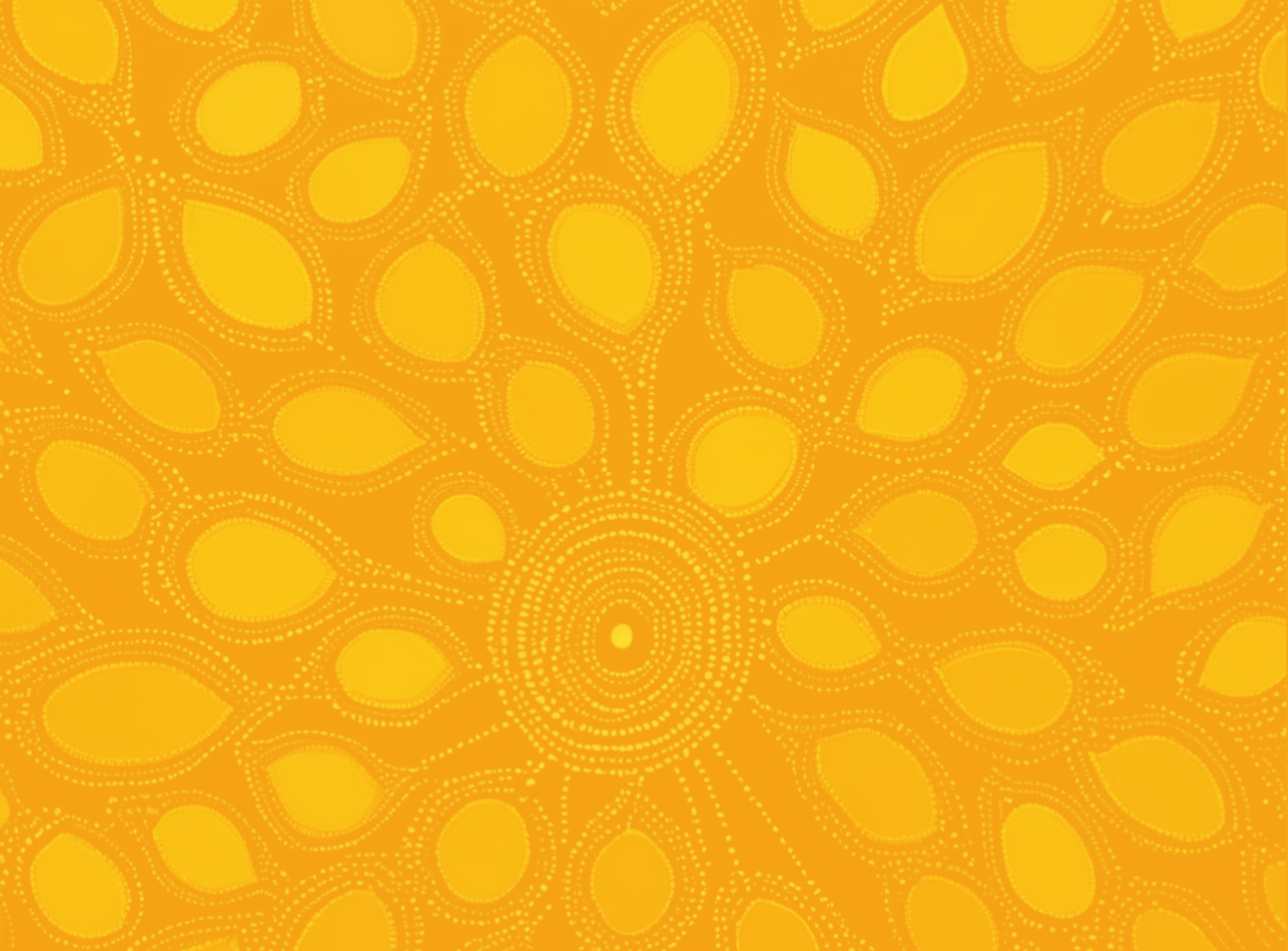
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This book is one of the outputs of the 2024 ACSES First Nations Fellowship awarded to Dr Tracy Woodroffe. Dr Woodroffe is a Warumungu Luritja woman born in Darwin. She went to Ludmilla Primary School, Millner Primary School, Katherine High School, and Casuarina High School before training as a teacher at the Northern Territory University (NTU) and Charles Darwin University (CDU). Dr Woodroffe has extensive experience as a teacher in Early Childhood, Primary, Secondary and Tertiary classrooms.

Dr Woodroffe also conducts research to improve the educational outcomes for Aboriginal people.

<https://researchers.cdu.edu.au/en/persons/tracy-ann-woodroffe>



Contemporary Aboriginal images in background and throughout the booklet created by Tracy Woodroffe.