

Critical Analysis of Generative AI Response to First Nations Educational Policy in New South Wales, Australia

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Citation: McInnes MS (2026) Critical Analysis of Generative AI Response to First Nations Educational Policy in New South Wales, Australia. *Int J Teach Learn Sci-IJTLS*: e144.

Received Date: 11 February, 2026; **Accepted Date:** 20 February, 2026; **Published Date:** 25 February, 2026

Abstract

This paper critically evaluates a generative AI response produced by Microsoft Copilot regarding First Nations education policy in New South Wales, Australia. Using a framework assessing accuracy, depth of analysis, policy integration, cultural sensitivity, and alignment with constructivist and humanistic educational principles, the analysis reveals significant limitations in AI-generated responses to complex cultural education issues. While Copilot efficiently synthesized information from key policy documents including the Walking Together, Working Together 2020–2030 Partnership Agreement, it failed to make meaningful connections between resources, lacked humanistic contextual understanding, and demonstrated cultural insensitivity. The response omitted critical historical context regarding the Stolen Generation and assimilation policies, provided unsubstantiated claims about educational outcomes, and failed to acknowledge relational accountability fundamental to First Nations pedagogical practice. These findings highlight the necessity for human oversight when using AI in culturally responsive educational discourse.

Keywords: Generative AI, First Nations education, cultural responsiveness, educational policy analysis, First Nations community partnerships.

Author Biography:

Mark McInnes brings a unique perspective to inclusive education, shaped by an extraordinary career transition from community service to educational practice. After 25 years in policing, where he dedicated himself to supporting and protecting the community, Mark recognised an opportunity to create even greater impact by working with young people during their formative years. This realisation led him to transition into primary education, where he could intervene earlier in children's lives and help shape positive futures. Mark's passion centres on inclusive education and ensuring every child has the opportunity to reach their full potential, regardless of their abilities, backgrounds, or circumstances. He believes that education is the cornerstone of social equity and that all learners deserve access to quality, supportive learning environments where they feel valued and capable. Currently pursuing a Master of Education (Special and Inclusive) at the University of New England, Australia, Mark combines his extensive community engagement experience with evidence-based pedagogical practice. His research interests focus on inclusive frameworks, relational pedagogy, and practical strategies for embedding equity in mainstream educational settings. Mark's unique journey from policing to education enriches his understanding of systemic support, collaborative practice, and the importance of building trusting relationships to foster student success and wellbeing.

Introduction

Chemaya and Martin (2023) and Perez et al. (2025) highlight how the emerging use of artificial intelligence (AI) is influencing academia, in particular expanded research capabilities and support for non-native writers, improving linguistic quality and accessibility. At the same time, Chemaya and Martin (2023) warn of the risks surrounding AI when used in academia including flawed reasoning, inaccuracies and bias,

which raises concerns about equity in the academic discourse. However, Perez et al. (2025) are more supportive of its use in academia, stating that AI can improve writing style and text correction. However, any use must be cautious as it raises questions concerning integrity, fairness, accuracy and accountability. To assess the accuracy and depth of using AI in academia this paper critically evaluates the generative AI response created by Copilot (Microsoft, 2025) to four questions on First Nations education policy in New South Wales (NSW) (Appendix A), using a framework that assess the response's accuracy, depth of analysis, integration of policy documents, cultural sensitivity and alignment with constructivist and humanistic educational principles. These criteria reflect the expectations of a culturally responsive pedagogy to promote engagement in First Nations education in NSW (NSW Education Standards Authority, n.d.a.). The analysis reveals the capabilities and limitations of AI in engaging with complex cultural education issues, lacking depth and failing to make connections between the provided policy documents. However, generative AI tools like Copilot do offer notable strengths, including efficiency and the ability to synthesize large quantities of data quickly, which can assist educators in time-constrained environments (Chemaya & Martin, 2023; Perez et al., 2025)

Evaluation of question one

Question one: What is the most recent NSW Australia Department of Education document (walking together, working together) to describe the mechanisms for forming partnerships with local Aboriginal communities? Can you please detail what are the key messages in this document? How will it benefit teachers and students?

The generative AI response created by Copilot (Microsoft, 2025) did provide the key messages contained within the Walking Together, Working Together 2020–2030 Partnership Agreement document (NSW Department of Education & NSW AECG, 2020). However, it failed to connect the key messages and how they can be implemented in education. For example, while collaborative consultation is highlighted, it did not consider the other supporting documents that help to provide a synopsis of how collaborative consultation can be implemented. Harrison and Sellwood (2022), Lowe et al. (2019) and the Working with Aboriginal communities: A guide to community consultation and protocols (Board of Studies NSW, 2008) all provide guidance on how teachers can approach a collaborative consultation with the First Nations community. Examples of guidance include suggesting that teachers contact First Nations communities locally by approaching parents, Elders or local community groups and develop a strong relationship built on trust and respect.

While the answer acknowledges that the NSW Aboriginal Education Consultative Group Inc. (NSW AECG) should be consulted regarding First Nations education, it fails to explain why. This omission raises concerns about generative AI's (Microsoft, 2025) inability to apply constructivist learning using a humanist approach. It also fails to acknowledge that First Nations peoples are the owners of their knowledge and culture and must be consulted regarding the ways in which their knowledge and culture are represented and taught in educational settings. The NSW Education Standards Authority (n.d.a.) Aboriginal and Torres Strait Islander principles and protocols highlight how collaboration should be a long-term goal based on reciprocity between education and the First Nations community, focusing on building cultural safety. AI generated responses can be bias towards ethnic groups due to dominant Western epistemologies and decontextualised understanding. The response provided demonstrates that AI generated educational discourse lacks the capacity to prioritise relational accountability, which is foundational to First Nations pedagogical practice and how First Nations pedagogies resist the homogenising tendencies of Western education (Chemaya & Martin, 2023; Funk & Woodroffe, 2023; Hammond & Miller, 2023).

Evaluation of question two

Question two: Provide an analysis as to why sensitivity and protocols are important when working with Aboriginal communities? How can a teacher make themselves aware of such protocols in NSW?

The generative AI response created by Copilot (Microsoft, 2025) did highlight that sensitivity and protocols are critical to working with First Nations communities, but failed to state the benefits of adhering to such protocols with sensitivity or provide any rationale for why these protocols are so sensitive. Therefore, again, this demonstrates its inability to provide a humanist context of deep thought to its response. For example, AI failed to include that the Working with Aboriginal Communities guide (Board of Studies NSW, 2008) highlights that the 'Stolen Generation' remains a contemporary issue with significant impact on the First Nations communities. Lowe et al. (2019) further explain that historical misuse of education as a tool of assimilation has caused significant mistrust of the education system among First Nations peoples. This history has unfortunately created an embedded deficit viewpoint held in the educational discourse, which has resulted in First Nations

peoples cultures, languages and epistemology being ignored at the detriment of their children's education, only replaced with tokenistic gestures (Lowe et al., 2019; Harrison & Sellwood, 2022). If the generative AI (Microsoft, 2025) had included this critical perspective in its response, it would have created much better depth and understanding of the need for sensitivity for the reader.

The report of the review of Aboriginal education: Freeing the spirit, dreaming an equal future (NSW Department of Education and Training [DoET], 2004) states that all First Nations educational practices should be implemented holistically with a focus on the sharing of cultural knowledge. Such a holistic approach and sharing of cultural knowledge can only be achieved by being sensitive to the history of First Nations peoples and following protocols for engaging with First Nations communities (Harrison & Sellwood, 2022; Lowe et al., 2019; NSW Education Standards Authority, n.d.a.). Again, the generative AI response created by Copilot (Microsoft, 2025) was very broad when answering how teachers can make themselves aware of such protocols in NSW. The response generated merely served as a catalogue of resources provided by reciting them without context. For example, it failed to highlight how the NSW Government states in its anti-racism guidance that racism is a significant concern for First Nations peoples due to the link between colonisation and immigration (NSW Government, 2024; Racism No Way, 2020), and that by engaging in sensitive collaboration can help to create and a culturally safe environment, which is the responsibility of all teachers.

Evaluation of question three

Question three: Explain the benefits for a teacher by working with an Aboriginal Education Officer in their school? How might it improve their self-efficacy and pedagogical approach? The generative AI response created by Copilot (Microsoft, 2025) in response to question three was minimal and only referred to one of the provided resources, Harrison and Sellwood (2022). The response failed to highlight how Lowe et al. (2019) make the important observation of how critical Aboriginal Education Officer's (AEO) are to teachers by their involvement in initiatives that help to support their knowledge and teach them how to engage the First Nations community in a way that is sensitive and meaningful to support the needs of their students. While it is acknowledged that the National Aboriginal and Torres Strait Islander education strategy 2015 (Education Council, 2015) does not directly mention AEOs the fact that the generative AI response created by Copilot (Microsoft, 2025) failed to make a connection between the resources and AEOs is another example of its inability to make humanistic connections and its ability to only analyses of texts. For example, the National Aboriginal and Torres Strait Islander education strategy 2015 (Education Council, 2015) clearly states the importance of building meaningful partnerships with the First Nations community in decision making, planning and delivering all First Nations-related pedagogy and valuing the community's cultural knowledge through strong relationships. Harrison and Sellwood (2022) stipulate the benefit of AEOs in aiding teachers in building these relationships and partnerships.

Evaluation of question four

Question four: How might a whole-of-school approach work considering community collaboration to support both parental and educational expectations? What are some of the challenges

that could be faced and what are the benefits of a whole school approach?

The response to question four provided by the generative AI response created by Copilot (Microsoft, 2025) juxtaposed the benefits of a whole-school approach considering community collaboration to support parental and educational expectations and the challenges it faces. It is believed the reason for this is that the prompt in the question directly tasked the generative AI response created by Copilot (Microsoft, 2025) to consider the benefits and challenges, highlighting that the response is highly dependent on the prompts provided and that responses do not always reflect the input that is provided (Evmenova et al., 2024). The response did reference the Report of the Review of Aboriginal Education (NSW Department of Education & NSW AECG, 2004), which advocates for systemic change that must be coordinated to include cultural programs, mentorship and collaboration. However, it failed to mention the Guide to Evaluating and Selecting Education Resources (Australian Institute of Aboriginal and Torres Strait Islander Studies [AIATSIS], 2022), a critical resource tool for implementing culturally appropriate curriculum in a whole-school approach. The need for educators to critically self-reflect by engaging in community practice, which is needed to build trusting and meaningful relationships that will help develop relational connections with students (AIATSIS, 2022; Harrison & Sellwood, 2022; Lowe et al., 2019), is missing from the response.

Part of the generative AI response created by Copilot (Microsoft, 2025) is inaccurate as it states that "the benefits are profound: improved student engagement, reduced absenteeism, enhanced cultural identity, and stronger academic outcomes" without citing where it obtained this information. In contrast, Lowe et al.'s (2019) research paper disputes this response by ascertaining that it was impossible to establish improved learning outcomes and little evidence of sustained improvements in First Nations student learning. However, Lowe et al. (2019) and Harrison and Sellwood (2022) agree that a whole-school approach can improve student attendance and self-efficacy, while improving teacher-student relationships must be actively sought to be truly significant. The generative AI response created by Copilot (Microsoft, 2025) failed to examine how such an approach to whole-school development of building relationships with First Nations communities would build on the NSW Education Standards Authority (n.d.b.) stipulation to build sustainable learning outcomes for all students through partnership working with First Nations communities. The response highlights how working collectively with First Nations families but did not make the connection to adhere to the NSW Government policy on Aboriginal Education, which insists that all student and staff increase their knowledge of First Nations, "histories, cultures and experiences" (NSW Government, 2025, para 1.2).

Conclusion

While the generative AI response created by Copilot (Microsoft, 2025) did answer the prompted questions, it failed to apply any constructivist learning to the posed questions. It was only capable of answering them in a logical way through text analysis, some with a bias viewpoint. A further failure was its inability to apply a humanistic thought process of linking different policy resources to answer the questions comprehensively. A further troubling issue with the generative AI response created by Copilot (Microsoft, 2025) is its assertion

in answering question four that the benefits are profound when Lowe et al. (2019) dispute this. While it is hoped that there will be profound results through meaningful collaboration with First Nations communities, the resources provided to the generative AI by Copilot (Microsoft, 2025) suggest that this is the intended direction and not a realisation.

Acknowledgement

The author gratefully acknowledges the support of the University of New England for providing access to academic resources and library services that supported the completion of this research.

Conflict of Interest

The author declares that there are no conflicts of interest regarding the publication of this paper.

Authors contributions

The author is solely responsible for, design, analysis, interpretation of data, and writing of this manuscript.

Source of funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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Appendix A

Four questions used as prompts to create a Generative AI response.

1. What is the most recent NSW Australia Department of Education document (Walking together, working together) to describe the mechanisms for forming partnerships with local Aboriginal communities? Can you please detail what are the key messages in this document? How will it benefit teachers and students?
2. Provide an analysis as to why sensitivity and protocols are important when working with Aboriginal communities? How can a teacher make themselves aware of such protocols in NSW?
3. Explain the benefits for a teacher by working with an Aboriginal Education Officer in their school? How might it improve their self-efficacy and pedagogical approach?
4. How might a whole-of-school approach work considering community collaboration to support both parental and educational expectations? What are some of the challenges that could be faced and what are the benefits of a whole school approach?

Copilot chat (23 July 2025)

You said:

I am going to upload 9 documents in 3 separates Aboriginal Education.pdf AIATSIS Guide to evaluating and selecting education resources.pdf DET Aboriginal education and training policy and introductory guide.pdf messages due to upload limit. I will then explain what I would like you to do.

Copilot said:

Copilot

Thanks, Mark — I've successfully processed the first three documents:

Aboriginal Education.pdf – Reflective commentary on Aboriginal education, emphasizing personal growth, historical awareness, and respectful teaching practices.

AIATSIS Guide to evaluating and selecting education resources.pdf – A comprehensive framework for educators to critically assess resources for cultural appropriateness and integrity.

DET Aboriginal education and training policy and introductory guide.pdf – NSW Department of Education's policy outlining commitments, implementation steps, and strategies for improving Aboriginal education and training.

Feel free to upload the next set of documents when you're ready, and let me know what you'd like me to do with all of them once they're uploaded.

Generating response

Sources

You said:

Lowe et al. (2019) Factors affecting the development of school and Indigenous community engagement A systematic review.pdf National Aboriginal and Torres Strait Islander Education Strategy 2015.pdf Racism no way - a guide for Australian schools only pp. 5 & 28-31.pdf

Copilot said:

Copilot

Thanks, Mark — I've now processed the second batch of documents:

Lowe et al. (2019) Factors affecting the development of school and Indigenous community engagement A systematic review.pdf – A comprehensive review of 32 studies identifying barriers and enablers to effective school-Indigenous community engagement, with insights into leadership, curriculum, teacher attitudes, and systemic challenges.

National Aboriginal and Torres Strait Islander Education Strategy 2015.pdf – A national framework outlining principles, priorities, and collaborative actions to improve educational outcomes for Aboriginal and Torres Strait Islander students.

Racism no way - a guide for Australian schools only pp. 5 & 28-31.pdf – A practical guide for schools to identify, address, and prevent racism, including frameworks for action and responsibilities across education systems, schools, and communities.

You're welcome to upload the final set of documents whenever you're ready. Once all are in, feel free to explain what you'd like me to do with them.

Generating response

Sources

You said:

The Report of the Review of Aboriginal Education p. 100 only.pdf Walking Together, Working Together 2020-2030.pdf working-with-aboriginal-communities.pdf

Copilot said:

Copilot

Here's a comprehensive summary of the three documents you provided, highlighting their key themes, goals, and actionable insights:

📄 Walking Together, Working Together 2020-2030.pdf

Type: Partnership Agreement

Parties: NSW Department of Education & NSW Aboriginal Education Consultative Group Inc (NSW AECG)

Purpose & Vision

Establishes a 10-year partnership to improve educational outcomes for Aboriginal students.

Emphasizes a strength-based, culturally respectful, and collaborative approach.

Recognizes NSW AECG as the peak advisory body for Aboriginal education.

Key Commitments

Early Childhood: Ensure access to culturally safe preschool education.

Schooling: Promote Aboriginal languages, cultural safety, and equal representation in HSC and tertiary pathways.

Staff Development: Mandatory Aboriginal cultural awareness training for all staff every three years.

Community Engagement: Ongoing consultation with local Aboriginal communities and Elders.

Monitoring: Annual reporting and a shared monitoring framework.

Outcomes Sought

Aboriginal students confident in their identity and academic success.

Non-Aboriginal students educated in Aboriginal heritage and history.

Schools and staff actively valuing Aboriginal culture and aspirations.

📄 [working-with-aboriginal-communities.pdf](#)

Type: Practical Guide for Educators

Publisher: NSW Board of Studies (2008 Revised Edition)

Purpose

Provides protocols and best practices for consulting and working respectfully with Aboriginal communities in educational contexts.

Core Principles

Consultation: A two-way, respectful, ongoing process.

Protocols: Vary by community; essential for building trust and mutual respect.

Local Knowledge: Aboriginal people are custodians of their culture and must be involved in curriculum development.

Practical Guidance

Getting Started: Identify local communities, consult AECGs, and build relationships.

Curriculum: Localize content, include Aboriginal perspectives, and teach Aboriginal languages with community involvement.

Engagement: Prepare students for respectful interactions with Aboriginal speakers and guests.

Sensitive Topics: Handle issues like the Stolen Generations with care and community input.

Research Ethics: Respect intellectual property, gain consent, and ensure community ownership of stories and knowledge.

📄 [The Report of the Review of Aboriginal Education p. 100 only.pdf](#)

Type: Comprehensive Review Report

Title: Yanigurra Muya: Freeing the Spirit – Dreaming an Equal Future

Publisher: NSW AECG & NSW Department of Education and Training (2004)

Scope

A systemic review of Aboriginal education in NSW, covering early childhood to vocational training and juvenile justice.

Key Findings

Persistent gaps in literacy, numeracy, attendance, and retention.

Disproportionate suspension and dropout rates among Aboriginal students.

Need for culturally inclusive curriculum and teacher training.

Importance of early intervention and community-school partnerships.

Highlighted Programs

Schools as Community Centres: Interagency collaboration for early childhood support.

Healing Time: Drug education within an Aboriginal framework.

Circle of Friends: Restorative justice-inspired alternative to suspension.

Vocational Pathways: TAFE NSW and apprenticeships for Aboriginal youth.

Recommendations

Holistic, whole-of-government approach.

Strengthen community capacity and cultural identity.

Improve teacher cultural competence and curriculum relevance.

Enhance tracking of student progress and mobility.

🔍 Common Themes Across All Documents

Cultural Safety & Identity: Central to student success.

Community Involvement: Essential in planning, teaching, and decision-making.

Early Intervention: Crucial for long-term outcomes.

Systemic Change: Requires coordinated efforts across education, health, and social services.

Accountability: Through monitoring, reporting, and inclusive governance.

Would you like help synthesizing these into a presentation, policy brief, or educational resource?

Generating response

Sources

You said:

Using all 9 uploaded documents please complete the following: Please complete a critical analysis of policy from the attached documents, included websites, Harrison and Sellwood chapter 8: Building community partnerships and Lowe et al. (2019): Factors affecting the development of school and Indigenous community engagement: A systematic review.

From your critical analysis write me 800 words that are of a master's level with APA7 referencing (but the intext referencing is not included in the word count) to answer the following questions:

1. What is the most recent NSW Australia Department of Education document (walking together, working together) to describe the mechanisms for forming partnerships with local Aboriginal communities? Can you please detail what are the key messages in this document? How will it benefit teachers and students?
2. Provide an analysis as to why sensitivity and protocols are important when working with Aboriginal communities? How can a teacher make themselves aware of such protocols in NSW?
3. Explain the benefits for a teacher by working with an Aboriginal Education Officer in their school? How might it improve their self-efficacy and pedagogical approach?
4. How might a whole-of-school approach work considering community collaboration to support both parental and educational expectations? What are some of the challenges that could be faced and what are the benefits of a whole school approach?

Please consider all the references mentioned and uploaded when providing an answer and the following websites:

<https://education.nsw.gov.au/policy-library/policies/pd-2008-0385>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education>

<https://curriculum.nsw.edu.au/about-the-curriculum/aboriginal-education#aboriginal-and-torres-strait-islander-principles-and-protocols>

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0235>

You only need to consider page 100 of the document (2004) The Report of the Review of Aboriginal Education, Freeing the Spirit: Dreaming an Equal Future. And only pages 5, 28-31 of Racism no way - a guide for Australian schools

Also, analyse and include Harrison, N. & Sellwood, J. (2022). Building community partnerships (Chapter 8). In Learning and teaching in Aboriginal and Torres Strait Islander Education (4th ed., pp. 170-183). South Melbourne: Oxford University Press.

Lowe, K., Harrison, N., Tennent, C., Guenther, J., Vass, G., & Moodie, N. (2019). Factors affecting the development of school and Indigenous community engagement: A systematic review. *The Australian Educational Researcher*, 46(2), 253-271.

Copilot said:

Copilot

Thank you for your patience. Here's a critical analysis addressing the four questions, integrating insights from the uploaded documents, scholarly sources, and NSW policy websites.

Building Partnerships and Enhancing Aboriginal Education in NSW

The most recent and comprehensive policy document from the NSW Department of Education regarding partnerships with Aboriginal communities is the Walking Together, Working Together 2020–2030 Partnership Agreement. This agreement, co-developed with the NSW Aboriginal Education Consultative Group Inc. (NSW AECG), outlines mechanisms for forming genuine, respectful, and enduring partnerships between schools and Aboriginal communities. The key messages emphasize collaborative consultation, cultural safety, and shared accountability. Schools are expected to demonstrate respect for Aboriginal identity, culture, heritage, and languages, while staff must undergo regular cultural awareness training. The agreement also mandates that the NSW AECG be consulted first on all matters related to Aboriginal education, reinforcing its role as the peak advisory body¹.

For teachers, this document provides a framework to engage meaningfully with Aboriginal communities, ensuring that educational practices are culturally responsive and inclusive. For students, particularly Aboriginal learners, it fosters environments where they feel valued, understood, and empowered to succeed academically and culturally. The agreement's emphasis on early childhood education, language revitalization, and equitable representation in higher education pathways directly supports improved outcomes for Aboriginal students.

Sensitivity and adherence to protocols are critical when working with Aboriginal communities. The Working with Aboriginal Communities guide (Board of Studies NSW, 2008) underscores that consultation is a two-way process built on mutual respect, trust, and understanding. Protocols vary across communities and may include specific cultural practices, communication styles, and expectations around knowledge sharing. Teachers must be aware that Aboriginal people are custodians of their culture and have the right to determine how it is represented in educational contexts².

To become aware of such protocols, teachers in NSW can engage with their local AECG, consult departmental Aboriginal Education Officers (AEOs), and access resources from the NSW Education Standards Authority (NESA) and the NSW Department of Education's policy library. Websites such as

education.nsw.gov.au and curriculum.nsw.edu.au offer guidance on Aboriginal education principles and protocols.

Working with an Aboriginal Education Officer (AEO) offers significant benefits for teachers. AEOs serve as cultural brokers, bridging the gap between schools and Aboriginal communities. They provide insights into students' cultural backgrounds, support classroom engagement, and facilitate communication with families. According to Harrison and Sellwood (2022), such partnerships enhance teachers' self-efficacy by increasing their confidence in delivering culturally appropriate pedagogy. Teachers gain a deeper understanding of Aboriginal perspectives, which enriches their curriculum delivery and fosters inclusive learning environments. This collaboration also supports professional growth, as teachers learn to navigate complex cultural dynamics and develop more responsive teaching strategies.

A whole-of-school approach to community collaboration involves embedding Aboriginal perspectives across all facets of school life—from curriculum to leadership, student welfare, and community engagement. The Report of the Review of Aboriginal Education (2004) advocates for systemic change through coordinated efforts that include cultural programs, mentorship, and interagency collaboration³. Such an approach aligns with Lowe et al. (2019), who found that trust, reciprocity, and sustained engagement are key factors in successful school-community partnerships. When schools work collectively to build relationships with Aboriginal families, they foster environments where parental expectations and educational goals align.

However, challenges include staff turnover, inconsistent implementation of policies, and limited cultural competence among educators. Schools may also struggle with navigating community factions or ensuring meaningful consultation rather than tokenistic involvement. Despite these challenges, the benefits are profound: improved student engagement, reduced absenteeism, enhanced cultural identity, and stronger academic outcomes. Whole-school approaches also promote reconciliation and social cohesion, benefiting all students.

In conclusion, the integration of policy, practice, and community engagement is essential for advancing Aboriginal education in NSW. Documents like Walking Together, Working Together, alongside scholarly insights and departmental guidelines, provide a robust foundation for educators to build respectful, effective partnerships with Aboriginal communities. By embracing cultural protocols, collaborating with AEOs, and adopting whole-school strategies, teachers can contribute to a more equitable and inclusive education system.

Let me know if you'd like this formatted into a Word document or need assistance with the reference list in APA7 format.

Generating response

1

PDF type

Walking Together, Working Together 2020-2030

Last edited 7/23/2025 by Mark McInnes

2

PDF type

working-with-aboriginal-communities

Last edited 7/23/2025 by Mark McInnes

3

PDF type

The Report of the Review of Aboriginal Education p. 100 only
Last edited 7/23/2025 by Mark McInnes

You said:

Can you please add intext APA7 referencing to the text.

Copilot said:

Copilot

Here is the revised critical analysis with APA 7 in-text referencing included:

Building Partnerships and Enhancing Aboriginal Education in NSW

The most recent and comprehensive policy document from the NSW Department of Education regarding partnerships with Aboriginal communities is the *Walking Together, Working Together 2020–2030 Partnership Agreement* (NSW Department of Education & NSW AECG, 2020). This agreement, co-developed with the NSW Aboriginal Education Consultative Group Inc. (NSW AECG), outlines mechanisms for forming genuine, respectful, and enduring partnerships between schools and Aboriginal communities. The key messages emphasize collaborative consultation, cultural safety, and shared accountability. Schools are expected to demonstrate respect for Aboriginal identity, culture, heritage, and languages, while staff must undergo regular cultural awareness training. The agreement also mandates that the NSW AECG be consulted first on all matters related to Aboriginal education, reinforcing its role as the peak advisory body.

For teachers, this document provides a framework to engage meaningfully with Aboriginal communities, ensuring that educational practices are culturally responsive and inclusive. For students, particularly Aboriginal learners, it fosters environments where they feel valued, understood, and empowered to succeed academically and culturally. The agreement's emphasis on early childhood education, language revitalization, and equitable representation in higher education pathways directly supports improved outcomes for Aboriginal students (NSW Department of Education & NSW AECG, 2020).

Sensitivity and adherence to protocols are critical when working with Aboriginal communities. The *Working with Aboriginal Communities* guide (Board of Studies NSW, 2008) underscores that consultation is a two-way process built on mutual respect, trust, and understanding. Protocols vary across communities and may include specific cultural practices, communication styles, and expectations around knowledge sharing. Teachers must be aware that Aboriginal people are custodians of their culture and have the right to determine how it is represented in educational contexts. Harrison and Sellwood (2022) reinforce this by highlighting that respectful engagement requires educators to listen deeply and acknowledge the diversity of Aboriginal voices.

To become aware of such protocols, teachers in NSW can engage with their local AECG, consult departmental Aboriginal Education Officers (AEOs), and access resources from the NSW Education Standards Authority (NESA) and the NSW Department of Education's policy library (NSW Department of Education, 2008; NESA, n.d.). Websites such as education.nsw.gov.au and curriculum.nsw.edu.au offer guidance on Aboriginal education principles and protocols.

Working with an Aboriginal Education Officer (AEO) offers significant benefits for teachers. AEOs serve as cultural brokers,

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A whole-of-school approach to community collaboration involves embedding Aboriginal perspectives across all facets of school life—from curriculum to leadership, student welfare, and community engagement. The Report of the Review of Aboriginal Education (NSW Department of Education & NSW AECG, 2004) advocates for systemic change through coordinated efforts that include cultural programs, mentorship, and interagency collaboration. Such an approach aligns with Lowe et al. (2019), who found that trust, reciprocity, and sustained engagement are key factors in successful school-community partnerships. When schools work collectively to build relationships with Aboriginal families, they foster environments where parental expectations and educational goals align.

However, challenges include staff turnover, inconsistent implementation of policies, and limited cultural competence among educators. Schools may also struggle with navigating community factions or ensuring meaningful consultation rather than tokenistic involvement. Despite these challenges, the benefits are profound: improved student engagement, reduced absenteeism, enhanced cultural identity, and stronger academic outcomes. Whole-school approaches also promote reconciliation and social cohesion, benefiting all students (NSW Department of Education, 2005; Racism No Way, 2020).

In conclusion, the integration of policy, practice, and community engagement is essential for advancing Aboriginal education in NSW. Documents like *Walking Together, Working Together*, alongside scholarly insights and departmental guidelines, provide a robust foundation for educators to build respectful, effective partnerships with Aboriginal communities. By embracing cultural protocols, collaborating with AEOs, and adopting whole-school strategies, teachers can contribute to a more equitable and inclusive education system.

Let me know if you'd like the full APA 7 reference list or a formatted document version.

You said:

full APA7 end ref list and all documented into a word document please

Copilot

Analysis

It looks like there was an issue generating the Word document. I'll try again now to create the file with the critical analysis and full APA 7 reference list.

Analysis

It seems the document generation failed again. To resolve this, I'll prepare the full APA 7 reference list here for you, and then I can retry the Word document creation separately.

 Full APA 7 Reference List

Board of Studies NSW. (2008). Working with Aboriginal communities: A guide to community consultation and protocols (Revised ed.). Board of Studies NSW.

Harrison, N., & Sellwood, J. (2022). Building community partnerships. In N. Harrison (Ed.), Learning and teaching in Aboriginal and Torres Strait Islander education (4th ed., pp. 170–183). Oxford University Press.

Lowe, K., Harrison, N., Tennent, C., Guenther, J., Vass, G., & Moodie, N. (2019). Factors affecting the development of school and Indigenous community engagement: A systematic review. *The Australian Educational Researcher*, 46(2), 253–271. <https://doi.org/10.1007/s13384-018-0288-7>

NSW Department of Education. (2005). Anti-racism policy (PD-2005-0235). <https://education.nsw.gov.au/policy-library/policies/pd-2005-0235>

NSW Department of Education. (2008). Aboriginal education and training policy (PD-2008-0385). <https://education.nsw.gov.au/policy-library/policies/pd-2008-0385>

NSW Department of Education & NSW Aboriginal Education Consultative Group Inc. (2004). The report of the review of Aboriginal education: Freeing the spirit, dreaming an equal future. NSW Department of Education and Training.

NSW Department of Education & NSW Aboriginal Education Consultative Group Inc. (2020). Walking together, working together 2020–2030: Partnership agreement. NSW Department of Education.

NSW Education Standards Authority (NESA). (n.d.). Aboriginal education. <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education>

Racism No Way. (2020). Racism. No way! A guide for Australian schools. <https://racismnoway.com.au>

Would you like me to retry generating the Word document now using this finalized content?

Generating response

Sources

You said:

yes please

Copilot said:

Copilot

Analyzing

The document generation is still encountering issues. As a workaround, I'll provide you with the full formatted content here, which you can easily copy into a Word document.

 Title: Building Partnerships and Enhancing Aboriginal Education in NSW
Critical Analysis

The most recent and comprehensive policy document from the NSW Department of Education regarding partnerships with Aboriginal communities is the Walking Together, Working Together 2020–2030 Partnership Agreement (NSW Department of Education & NSW AECG, 2020). This agreement, co-developed with the NSW Aboriginal Education Consultative Group Inc. (NSW AECG), outlines mechanisms for forming genuine, respectful, and enduring partnerships between schools and Aboriginal communities. The key messages emphasize collaborative consultation, cultural safety, and shared accountability. Schools are expected to demonstrate respect for Aboriginal identity, culture, heritage, and languages, while staff must undergo regular cultural awareness training. The agreement also mandates that the NSW AECG be consulted first

on all matters related to Aboriginal education, reinforcing its role as the peak advisory body.

For teachers, this document provides a framework to engage meaningfully with Aboriginal communities, ensuring that educational practices are culturally responsive and inclusive. For students, particularly Aboriginal learners, it fosters environments where they feel valued, understood, and empowered to succeed academically and culturally. The agreement's emphasis on early childhood education, language revitalization, and equitable representation in higher education pathways directly supports improved outcomes for Aboriginal students (NSW Department of Education & NSW AECG, 2020).

Sensitivity and adherence to protocols are critical when working with Aboriginal communities. The Working with Aboriginal Communities guide (Board of Studies NSW, 2008) underscores that consultation is a two-way process built on mutual respect, trust, and understanding. Protocols vary across communities and may include specific cultural practices, communication styles, and expectations around knowledge sharing. Teachers must be aware that Aboriginal people are custodians of their culture and have the right to determine how it is represented in educational contexts. Harrison and Sellwood (2022) reinforce this by highlighting that respectful engagement requires educators to listen deeply and acknowledge the diversity of Aboriginal voices.

To become aware of such protocols, teachers in NSW can engage with their local AECG, consult departmental Aboriginal Education Officers (AEOs), and access resources from the NSW Education Standards Authority (NESA) and the NSW Department of Education's policy library (NSW Department of Education, 2008; NESA, n.d.). Websites such as education.nsw.gov.au and curriculum.nsw.edu.au offer guidance on Aboriginal education principles and protocols.

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📄 APA 7 Reference List

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Racism No Way. (2020). *Racism. No way! A guide for Australian schools*. <https://racismnoway.com.au>

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Generating response

Sources

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as a downloadable word file link please

Copilot

Analysis

The Word document generation is still failing due to a technical issue. As an alternative, I can provide you with a downloadable .docx file manually. Here's what you can do:

Copy the full formatted text (critical analysis + reference list) from my previous message.

Open Microsoft Word or Google Docs.

Paste the content into a new document.

Save or export the file as .docx.

If you'd prefer, I can guide you step-by-step through this process or help you format it further. Would you like a downloadable template or a preformatted layout to paste into?

You said:

No thanks

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