



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

## *Culturally Responsive Research and Pedagogy Symposium 2012*

*Faculty of Education*  
Te Kura Toi Tangata



## Brian Lewthwaite

*James Cook University (Australia)*

### Culturally responsive teaching in Yukon First Nation settings

Recent development in Canada's Yukon Territory has awarded Self-Governing Agreements to all of Yukon's 12 First Nations. SGAs, in principle, provide autonomy to YFN in developing governance structures for all social agencies such as justice, social services and economic operation as well as education. SGAs have the potential to accelerate practices in education responsive to YFN's cultural knowledge systems and practices, especially the pedagogies to be encouraged in YFN schools. This presentation will focus on the outcomes of discussions in one YFN community where community members shared their stories about teaching and learning. The results of these discussions assist in identifying the learning priorities of schools and classrooms and the pedagogies appropriate for supporting students' success as culturally located individuals. Also, the responses assist in identifying characteristics of effective teaching within YFN settings. Current research efforts focusing on determining the influence of effective teaching practices on student learning will also be presented.

**Brian Lewthwaite** is an Associate Professor in teacher education at James Cook University in Townsville, Queensland. His research interests are primarily focused on teacher development, primarily in science education and in Canadian and Australian Aboriginal communities. Email: [Lewthwaite@xtra.co.nz](mailto:Lewthwaite@xtra.co.nz)

## Sue Cheesman

*University of Waikato (New Zealand)*

### Distinctions and overlaps in integrated/ inclusive dance

Sue's research is based on the area of integrated dance, which she would assert is a culturally responsive approach to dance. In this paper she is interested in unpacking the two contested terms of integrated and inclusive. She will interrogate these two problematic terms by discussing distinctions and overlaps, in relation to selected dance examples from U tube. These examples will include several dance performances, which have both disabled and non-disabled performers within each of the works selected. Current thinking in disability and dance studies will underpin this discussion.

**Sue Cheesman** is a teacher, choreographer, researcher and Senior Lecturer in dance education at the University of Waikato. She has an eclectic background in dance with emphasis on contemporary and has worked in the field of integrated dance for many years particularly in relation to the work of Touch Compass Dance company. She is passionate about dance in all its varying guises. Email: [suech@waikato.ac.nz](mailto:suech@waikato.ac.nz)

