

Aboriginal Learning and Engagement Centre Guidelines

The purpose of this document is to provide guidance for Directors, Educational Leadership and Principals on the process for establishing and effective running of an Aboriginal Learning and Engagement Centre (AL&EC) within their school.

Aim

A key focus of AL&ECs is to improve student engagement, attendance, retention, HSC attainment and support for Aboriginal and/or Torres Strait secondary students at key transition points.

School Participation

Schools can opt to self-fund an AL&EC and seek additional support in establishing the Centre by contacting the Aboriginal Outcomes and Partnerships Directorate at the Schools and Transitions Correspondence Box schoolsandtransitioncorro@det.nsw.edu.au

Project Management

Engagement and Operational Management

Staffing of an AL&EC includes:

- Employment of a non-teaching Head Teacher, Transition and Engagement (1 FTE)
- Flexible funding - Classroom Teacher (0.4 FTE)
- Employment of an Aboriginal Student Learning Support Officer (ASLSO) (1 FTE) (Identified position).

Schools that self-fund an AL&EC can modify this staffing model to meet local need and SBAR funding allocation. Aboriginal Outcomes and Partnerships Directorate can provide additional support to individual schools to discuss all options available.

Recruitment and Conditions

AL&EC positions are to be recruited through an Expression of Interest (EOI) process and advertised through Staff Noticeboard and locally.

Expression of Interest Process

The Principal will be the convener of the interview panel and panels must include a representative from the Local Aboriginal Education Consultative Group Inc. (AECG).

The recommended applicant must be endorsed by the Director, Educational Leadership.

Schools must adhere to the principles of Equal Employment Opportunity (EEO).

Expectations of the Aboriginal Learning and Engagement Centre

AL&ECs will provide personalised and individualised support to Aboriginal and/or Torres Strait Islander students through their secondary schooling journey.

AL&ECs will also:

- Improve the educational outcomes and wellbeing of Aboriginal and/or Torres Strait Islander secondary students so they excel and achieve in every aspect of their education.
- Ensure collaborative decision making with Aboriginal and/or Torres Strait Islander peoples, parents and carers, families and their communities.
- To meet the learning needs and support the cultural knowledge and identity of Aboriginal and/or Torres Strait Islander secondary students.
- Ensure that every targeted Aboriginal and/or Torres Strait Islander student is known, valued and cared for.

An AL&EC cannot be used as a:

- Withdrawal room for negative behaviour.

- A common room for students to not attend classes.

Operational Requirements

- Hours will not exceed standard teaching hours. The Head Teacher, Transition and Engagement position will be employed on temporary basis.
- ASLSOs will be employed on a temporary basis. This is an Aboriginal identified position.
- 0.4 FTE Flexible Funding is to be used at the discretion of the Head Teacher, Transition and Engagement and Principal for tutoring and support of targeted students.
- The AL&EC should operate on the school site during school hours.

Position Role Statements

Head Teacher, Transition and Engagement

The Head Teacher, Transition and Engagement works in collaboration with the whole school community, in particular the Principal and the school executive to:

- Plan, implement and evaluate programs that focus on academic, wellbeing and cultural support for Aboriginal and/or Torres Strait Islander secondary students including in relation to attendance, retention, HSC completion and post school options.
- Use and analyse data and strategies designed to respond to improve Aboriginal and/or Torres Strait Islander secondary student attendance, participation and engagement in learning and to inform effective practice. Collect, analyse and share qualitative and quantitative data to support and inform strategies for Aboriginal and/or Torres Strait Islander students.
- Lead to support implementation of this initiative across the school plan, to clearly describe the shared expectations and targets for improvement in outcomes for Aboriginal and/or Torres Strait Islander secondary students across the school.

- Support the realignment of existing and new school resources to focus on evidence strategies that build teacher capacity to achieve these outcomes.
- Liaise with teachers, support staff and parents/carers to develop personalised learning pathways (PLPs) and strategies to improve educational outcomes and post schooling opportunities for Aboriginal and/or Torres Strait Islander secondary students.
- Support Aboriginal and/or Torres Strait Islander students through key transitions.
- Identify and support the personalised learning and cultural identity needs of targeted Aboriginal and/or Torres Strait Islander secondary students.
- Identify and support gifted and talented students, disengaged students and students needing additional learning support.
- Work with the Local AECG and the local Aboriginal community.
- Establish effective partnerships with agencies to support Aboriginal and/or Torres Strait Islander secondary students' cultural, wellbeing and academic outcomes.
- Manage the use of the flexible teacher funding to ensure supported students receive specific literacy/numeracy and/or Key Learning Area (KLA) tutoring.
- Support preparation of targeted Aboriginal and/or Torres Strait Islander secondary students for readiness and for successful achievement of HSC Minimum Standard.
- Recognise and celebrate Aboriginal and/or Torres Strait Islander student achievements.
- Ensure that every Aboriginal and/or Torres Strait Islander secondary student is known, valued and cared for.
- Guide the work of ASLSO working in the AL&EC, to support delivery of AL&EC activities and achievement of initiative outcomes.

The 0.4 FTE Classroom Teacher allocation is primarily to be used flexibly to engage a range of staff as appropriate and required to:

- Support targeted students to achieve literacy/numeracy and subject specific skills required to successfully undertake HSC Minimum Standard and achieve their HSC.
- Support for Aboriginal and/or Torres Strait Islander secondary students in completing tasks, such as homework assignments, library/IT research across all curriculum areas including effective planning and time management skills.

In addition, this allocation may be used for;

- Liaison with teachers, support staff and families/carers to develop personalised strategies to improve educational outcomes and post schooling opportunities for Aboriginal and/or Torres Strait Islander secondary students.
- Work in collaboration with the Local AECG and community in supporting the initiative.
- Collection and analysis of data to inform targeted support.
- Monitoring and evaluating student participation, engagement and academic achievement.
- Assisting students at key transition points throughout the year. Applicable *Award Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2014*

Student Learning Support Officer (ASLSO) - Identified Aboriginal position

The ASLSO duties focus primarily on assisting teachers to engage Aboriginal and/or Torres Strait Islander secondary students in learning, school activities and in school routines by:

- Assisting individual and/or small groups of Aboriginal and/or Torres Strait Islander secondary students with their learning tasks.
- Providing pastoral care support for Aboriginal and/or Torres Strait Islander secondary students.

- Supporting Aboriginal and/or Torres Strait Islander secondary students in completing tasks, such as homework assignments, library/IT research across all curriculum areas including effective planning and time management skills.
- Participating in appropriate classroom and school wide Aboriginal education activities and support in preparation of learning materials, including culturally appropriate materials.
- Assisting students at key transition points throughout the year.
- Assisting targeted students prepare for the HSC Minimum Standard.
- Working in collaboration with the Local AECG and community in supporting the initiative.
- Work closely with the Head Teacher, Transition and Engagement to support delivery of AL&EC activities and achievement of initiative outcomes.

Applicable Award: Crown Employees (School Administrative and Support Staff)

Aboriginal Learning and Engagement Centre Activities

The AL&EC focuses on delivering quality strategic individualised support and activities that enhance students' learning and outcomes via a personalised learning pathway (PLP) process. This includes improved student engagement, attendance, retention, HSC attainment and support for students at key transition points.

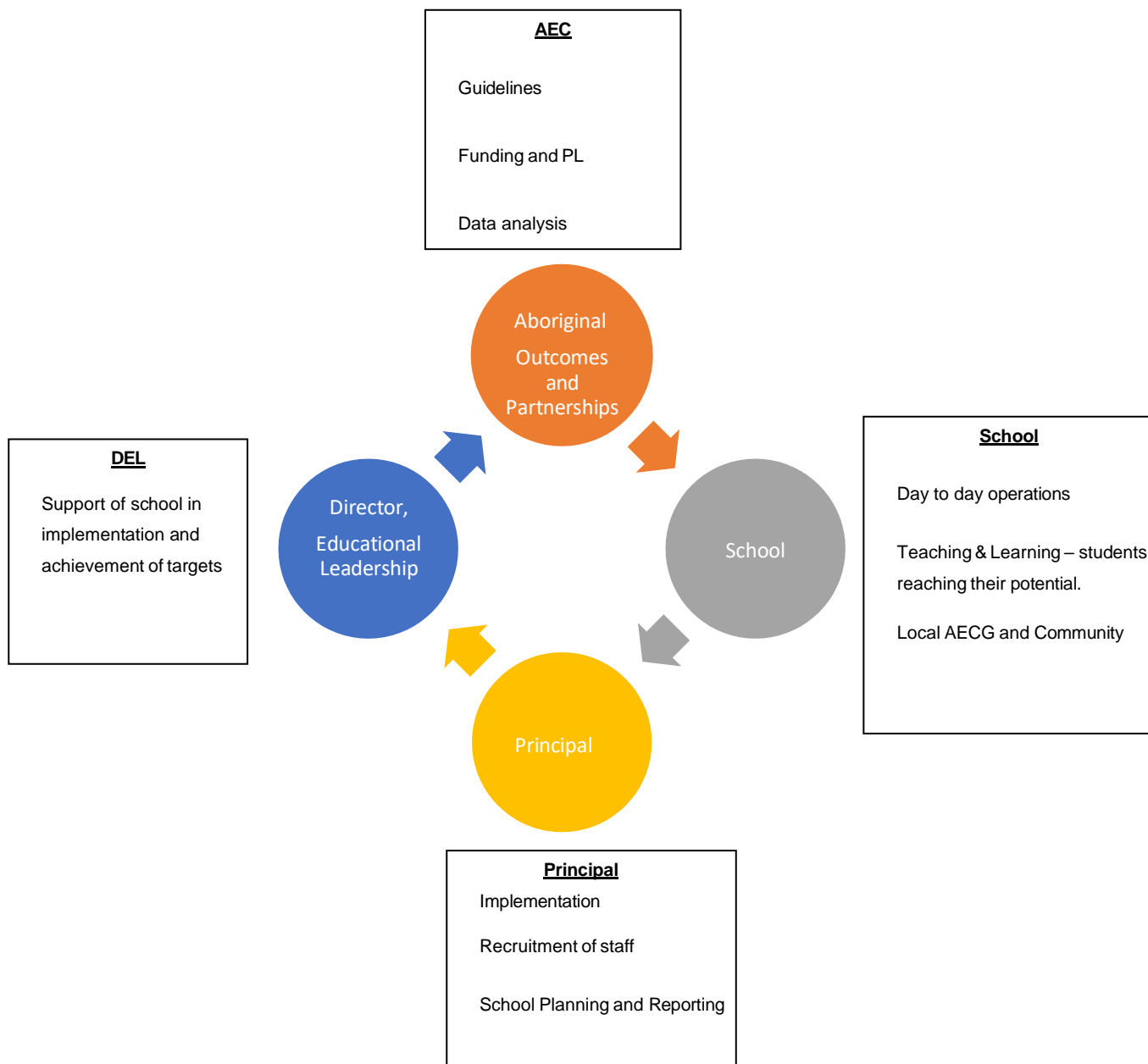
PLPs provide a structure for planning and monitoring processes to ensure goals are established and achieved for student learning. PLPs identify both opportunities as well as potential obstacles that might impede a student achieving their goals and charts a course through them.

PLPs are an effective methodology for having a positive result on the academic, cultural and wellbeing outcomes of Aboriginal and/or Torres Strait Islander students. Schools are encouraged to implement them using Aboriginal equity loading funding. PLPs can include the critical work that might occur at key transition points for Aboriginal and/or Torres Strait Islander students.

The AL&EC activities will be established and implemented to cater for individual students and individual school needs. The AL&EC will offer activities linked to students' PLPs and may include:

- Identification and support of the learning and cultural identity needs of targeted Aboriginal and/or Torres Strait Islander secondary students. Identify and support high potential, gifted and talented students, disengaged students and students needing additional learning support.
- Individual and personalised student support
- Goal setting
- Development of homework / study plans
- Support for students across a range of KLAs
- Provision of individual or group tutoring sessions
- Assistance with assignments and/or study groups in the lead up to assessment times
- Provision of focus lessons / workshops to build academic skills e.g. how to research – online, in libraries; inquiry learning, including student assessment; peer support and group work
- Provision of self-access resources – physical and digital resources which may otherwise not be available to students after school hours
- Implementation of buddy system of support and linking students with a key teacher (with their agreeance) who supports as a 'significant other'
- Assisting with appropriate subject selection advice and post-schooling options
- HSC Minimum Standard support
- Early identification and addressing of barriers to student HSC attainment.

Roles and responsibilities



Professional Learning

In addition to school based and a range of locally delivered and relevant professional learning, the Aboriginal Education and Communities Directorate will coordinate professional learning opportunities to support the implementation and coordination of the AL&ECs, as required.

Monitoring and Evaluation

Monitoring and evaluation are a key requirement of this initiative. Ongoing student data collection will take place each term for the duration of the initiative.

Regular meetings will be held to support AL&EC staff and schools and create support networks.

This will include but not be limited to; student attendance, Tell Them from Me and retention data, HSC Minimum Standard achievement rates, school planning and reporting and other negotiated school-based data, monitoring, evaluation and reporting, as required.

Resources

- [School resourcing snapshots](#)
- [Walking Together, Working Together: The Partnership Agreement between the department and the NSW Aboriginal Education Consultative Group Inc](#)
- [Aboriginal Education Policy](#)
- [School Excellence Framework](#)
- [National Aboriginal and Torres Strait Islander Education Strategy 2015](#)
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/aboriginal-education/aboriginal-and-torres-strait-islander-principles-and-protocols> (NESA)
- [Henry Parkes Equity Resource Centre](#)
- [Authentic community engagement](#)

Contact

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