

Aboriginal Education Committee

Self-reflection

Overview

The Aboriginal Education Committee Self-reflection has been designed to guide schools to review their processes for the establishment or review of an existing Aboriginal Education Committee (AEC).

An active Aboriginal Education Committee can build whole school capacity in Aboriginal education. The benefits of establishing a committee includes the ability to strengthen connections to community and establish governance and processes for decision making, ensuring that there is a shared responsibility for Aboriginal Education across the school.

A committee working collegially to implement the Aboriginal Education Policy and the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc. (NSW AECG) and the Department can potentially increase Aboriginal student engagement, guide the inclusion of Aboriginal perspectives in the school, support improved learning outcomes, reinforce educational aspirations and contribute to the development of a cultural safe and responsive school environment.

When a committee is formed in genuine partnership with school executive, Aboriginal staff, non-Aboriginal staff, Aboriginal families, students and community there is a collective vision and set of actions that supports school planning and enables accountability.

**This Self-reflection can be used in conjunction with the Aboriginal Education Committee – A guide to establishing an effective Aboriginal Education Committee*

How to complete the Self-reflection

To facilitate the completion of this Self-reflection, the Principal, teaching staff, AEO, the school Aboriginal Education Committee (if already established) Local AECG and/or other relevant parties will collaboratively:

1. Complete the Self-reflection by having the Principal discuss each reflection question and all parties will collaboratively respond Yes/No for required questions or record any reflections and comments if relevant. If required, the Principal can ask prompting questions and encourage the Committee to reflect on what evidence could be provided to support the determination for each question. The evidence which has been included in the Self-reflection is only a sample, and alternate evidence may be available for the school.
2. Discuss the overall findings from completing the Self-reflection and how it will be used to further develop and improve the current Aboriginal Education structures within the school.

* Alternative names may already be used within the school, such as schools Aboriginal Education Team

Self-reflection of Aboriginal Education Committee

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box		Comments
Establishing an Aboriginal Education Committee	Do we have an Aboriginal Education Committee?	<i>Meeting minutes, SIP and IPMs</i>	No	Yes	
	Do we have executive staff as active members of the Aboriginal Education Committee?	<i>List of staff, families, community members and students involved. Records of meeting attendance SIP, IPMs & SPaRO</i>	No	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box		Comments
	Do we have teaching staff as active members of the Aboriginal Education Committee?				
	Do we have Aboriginal identified staff as active members of the Aboriginal Education Committee?		No	Yes	
	Do we have Aboriginal families and community members of the Aboriginal Education Committee?		No	Yes	
	How are families and community invited to become members of the Aboriginal Education Committee?		Reflections:		
	Do we have students as active members of the Aboriginal Education Committee?		No	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box		Comments
	How are students provided with the opportunity to participate in the Aboriginal Education Committee and actively voice their opinions/suggestions?		Reflections:		
	Where relevant do we have specialist and/or program staff such as the AEO or other Aboriginal staff that may be delivering services and programs within the school?		No	Yes	
	Do we have local and/or regional AECG representatives as active members of the Aboriginal Education Committee?		No	Yes	
	If relevant, have departmental support staff been approached to support the establishment e.g., Aboriginal Education and Wellbeing Advisor and/or Aboriginal Community Liaison Officer.	<i>Record of contact</i>	No	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box		Comments
	Is a percentage of equity funding utilised for initiatives developed and implemented by the Aboriginal Education Committee?	<i>SBAR and EfPT SIP & IPMs</i>	No	Yes	
	Do we have a documented process to monitor and evaluate outcomes for the Aboriginal Education Committee?	<i>Record of process IPMs and school reporting</i>	No	Yes	
	What are the documented processes used to develop, communicate and monitor initiatives developed by the Aboriginal Education Committee?	<i>Record of process Communication strategies e.g., newsletter, social media</i>	Reflections:		
	What measures are in place to ensure the sustainability and functioning of the committee?	<i>Record of process and succession planning</i>	Reflections:		

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box		Comments
Role of the Aboriginal Education Committee	Does the Aboriginal Education Committee participate in the school planning process?	<i>Records of meeting attendance</i>	No	Yes	
	Are the Aboriginal Education Committee involved in the identification, development and delivery of PL?	<i>Record of process SIP and IPMs</i>	No	Yes	
	Does the Aboriginal Education Committee participate in the PLP process?		No	Yes	
	How does the Aboriginal Education Committee support the PLP process across the school	<i>Record of process SIP and IPMs</i>	Reflections:		
	Do the Aboriginal Education Committee implement and support community engagement strategies?	<i>Meeting records of AEC & community attendance</i>	No	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
	What role does the Aboriginal Education Committee have in building trusting relationships between the school, student and families?	<i>Families and student voice surveys and feedback</i> <i>TTFM</i>		Reflections:
	How are the initiatives/ strategies and objectives of the Aboriginal Education Committee communicated to the broader school staff?	<i>Record of communication and process</i> <i>School newsletter and social media</i>		Reflections:
	What role/strategies do the Aboriginal Education Committee have in supporting Aboriginal staff?	<i>Record of process</i> <i>PL opportunity and cultural safety process</i>		Reflections:

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
	How does the Aboriginal Education Committee support culturally safe and responsive school environments?	<i>Record of process and strategies e.g., junior leadership opportunities, PL cultural safety and responsiveness, cultural spaces</i>	Reflections:	
	How does the Aboriginal Education Committee support teachers to embed Aboriginal histories, culture and perspectives in the classroom?	<i>Registrations and teaching and learning programs. PL participation reports</i>	Reflections:	
	How does the Aboriginal Education Committee promote Aboriginal histories, culture and perspectives across the school?	<i>Record of process and strategies Communication and social media,</i>	Reflections:	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
		<i>cultural visibility</i> <i>Committee is an agenda item for exec/staff meetings</i>		
Community engagement	Has the Aboriginal Education Committee process, structure and initiatives been collaboratively developed with the Local and/or Regional AECG?	<i>AECG minutes</i>	Reflections:	
	Has the Aboriginal Education Committee process, structure and initiatives been collaboratively negotiated with the local school community?	<i>Feedback from members of the community</i> <i>AEC Meeting attendance register</i>	Reflections:	
	How does our Aboriginal Education Committee strengthen the link between school and community?	<i>Feedback from members of the community</i>	Reflections:	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
		<i>AEC Meeting attendance register, family and community attendance at school events</i>		
Evaluation Summary	Based on the responses above are there aspects of our current Aboriginal Education Committee that you have identified for improvement?	Comments:		

Self-reflection completed by: _____ Date completed: _____

Support Resources

Universal resources:

- [Strong strides together: Meeting the educational goals for Aboriginal and/or Torres Strait Islander students.](#)
- [Aboriginal and Torres Strait Islander People in the Classroom](#)
- [Getting to know local Aboriginal histories and Cultures – Community Consultation and Protocols.](#)
- [How can you engage with your local Aboriginal Community?](#)