ABORIGINAL EDUCATION WORKERS IN SCHOOLS 2020
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PURPOSE

Aboriginal Education Workers provide advice, support and assistance in schools to support improvement in the educational outcomes of Aboriginal learners and raise awareness and respect for Aboriginal and Torres Strait Islander histories and cultures.

FRAMEWORKS AND STRATEGIES

Your School Improvement Plan
Department of Education Strategic Plan
Tasmania’s Aboriginal Education Framework
Australian Curriculum Aboriginal and Torres Strait Islander Histories and Cultures Cross-Curriculum Priority
Child and Student Wellbeing Strategy
Aboriginal Employment Strategy
Reconciliation Action Plans

RELATIONSHIPS
GUIDELINES

Funding

Applications for 2020 AEW funding can be made by following the link to the 2020 AEW in Schools Application Form, on the Aboriginal Education Services webpage.

Aboriginal Education Services contributes 50% of the salary for a Band 2 Range 1 Level 2 AEW position for the duration of the school year.

Funding is recoverable if the AEW contract is not completed, e.g. the AEW resigns and the position cannot be re-filled.

Recruitment

Schools are responsible for advertising and filling the AEW vacancy.

As an AEW role is an identified position (can only be filled by an Aboriginal or Torres Strait Islander person), Aboriginal Education Services must be included in the process and a representative must be a member of the selection panel.

Aboriginal Education Services will not co-fund positions outside of these guidelines.

Induction

Upon successful appointment to an AEW role, the employee is to be supported in working for the Department of Education by participating in induction processes for the school and for AES.

Performance and Development

The school is responsible for supporting the performance and development of the Aboriginal Education Worker, with support and guidance from Aboriginal Education Services as required.

Aboriginal Education Services will facilitate professional learning opportunities for all Aboriginal Education Workers.

We have included the Reporting Matrix in these guidelines. This provides clear standards for the AEW and will help schools to understand the role. It is recommended that schools use the matrix as part of the performance and development process.

The expected outcome for the end of year reporting is for the Aboriginal Education Worker to reach “standard 3 – developing” across all matrix areas, with a view to ongoing improvement.

Reporting and Acquittal

The Reporting Matrix can also be used in developing, implementing and supporting the frameworks and strategies which improve the educational outcomes for all learners. As is the practice for most forms of funding, an end of year acquittal process will be required. Schools will be asked to demonstrate the success of the AEW role; for example, evidence of the AEW supporting Aboriginal learners and helping educators in the classroom to implement the Cross Curriculum Priority.

Budget, Schedules and Management

Schools are encouraged to allocate a budget to support programs and initiatives to improve educational outcomes. Schools and AEWs should collaborate on a clearly defined timetable or work schedule, in consultation with Aboriginal Education Services.
The school will connect the AEW with a suitable manager to support the AEW within the school environment.

**Provisions**

The AEW position requires a designated workspace, a storage space and access to a computer. The school is encouraged to work with the AEW to provide a cultural space for learners and resources.
ABORIGINAL EDUCATION WORKERS

AEWs do…

An AEW supports Aboriginal and Torres Strait Islander learners. They do this in collaboration with parents/carers, school leadership, teachers and support staff.

AEWs work collaboratively with educators and Aboriginal Education Services to support the teaching of Aboriginal histories and cultures through classroom activities, school life and the school community.

An AEW can assist staff in developing learning plans for Aboriginal and Torres Strait Islander learners.

They assist the school community to provide a culturally responsive and safe environment for Aboriginal and Torres Strait Islander learners.

An AEW assists the school in supporting the social and emotional wellbeing of Aboriginal and Torres Strait Islander learners.

They participate in a range of Aboriginal Education Services activities to support culturally inclusive professional learning and curriculum delivery in schools.

AEWs don’t…

Conduct unaccompanied home visits
Supervise students or be responsible for duty of care
Take on responsibility for behaviour management
Assist with toileting students

A COLLABORATION

The school, Aboriginal Education Services and the Aboriginal Education Worker work in collaboration. Together, we believe in and enact the values of the role and commit to focus on continual improvement. Together we inspire and support all learners to succeed as connected, resilient, creative and curious thinkers.
PROCESS CHECKLIST

☐ Apply for funding.
☐ Funding approved by AES.
☐ Liaise with Aboriginal Education Services and Human Resources Management Branch regarding recruitment process for Identified Aboriginal Education Worker vacancies. Recruiting for an identified position involves specific processes so it is important to continue to liaise with AES.
☐ Conduct recruitment process in collaboration with AES.
☐ Successful appointment to role. Upon commencement, conduct induction process for school and AES.
☐ AES transfers funding via internal journal transfer.
☐ School to collaborate with AEW on provisions for a suitable workspace, storage and cultural spaces in the school.
☐ Appoint a line management responsible for supporting the AEW.
☐ Collaborate with AES on a plan for the AEW role in the school, allocate a budget and develop a timetable/work schedule.
☐ Commence Performance and Development process with the support of AES.
☐ At the end of the contract or school year, complete the acquittal process.
## THE MATRIX

Support Aboriginal and Torres Strait Islander learners and their parents/carers by working in conjunction with school leadership, teachers and support staff.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEW</td>
<td>Absent</td>
<td>Minimal</td>
<td>Developing</td>
<td>Developed</td>
<td>Advanced</td>
</tr>
<tr>
<td>School</td>
<td>No interaction</td>
<td>The AEW follows basic direction(s) from line manager to engage with staff, students and families.</td>
<td>The AEW is included in the school support team and is aware of their learners and their families.</td>
<td>The AEW is included in the school support team and is aware of their learners and their families.</td>
<td>The AEW is an integral part of the school team and is aware of their learners and their families.</td>
</tr>
<tr>
<td>AES (ALL)</td>
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- Assist support staff when/where applicable to accompany on home visits.
- Regularly attends staff meetings and provides feedback to teaching and support staff.
- Works collaboratively with support staff and when/where applicable to accompany on home visits.
- Regularly attends staff meetings and provides feedback to teaching and support staff.
- Is included and consulted during planning days to incorporate the Cross-Curriculum Priority.
Work collaboratively with educators and Aboriginal Education Services to support teaching of Aboriginal histories and cultures using general classroom activities, school life, community, cultural knowledge and available resources.

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</thead>
<tbody>
<tr>
<td></td>
<td>Absent</td>
<td>Minimal</td>
<td>Developing</td>
<td>Developed</td>
<td>Advanced</td>
</tr>
<tr>
<td>ALL</td>
<td>No assistance provided</td>
<td>The AEW provides basic direction to locate resources to support planning (i.e. AES Library link or AES Website).</td>
<td>The AEW has immediate access to learning resources and texts. Has a direct line to manager/supervising teacher to assist in developing additional curriculum awareness and delivery skills.</td>
<td>AEW has immediate knowledge and resources on hand and access to additional resources if/when required to support the class teachers in delivering education programs in line with the Cross-Curriculum Priority.</td>
<td>The AEW offer staff new resources and lesson plans to highlight the continuation and revival of Aboriginal culture and traditional practices. Assists in the delivery of lesson plans that have been collaboratively planned with the Cross-Curriculum Priority in mind.</td>
</tr>
</tbody>
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Assist staff in developing appropriate, measurable goals in learning plans for Aboriginal and Torres Strait Islander learners.

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<th>Standard 4 Developed</th>
<th>Standard 5 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>No contribution</td>
<td>Is aware that students have a Learning Plan and where to locate them.</td>
<td>The AEW has undergone relevant induction training at their school for the purpose of contributing to Learning Plans.</td>
<td>The AEW has completed relevant training and contributes on a regular basis to the creation/updating of the Learning Plans.</td>
<td>The AEW maintains up to date knowledge of the Learning Plan process. Regularly contributes to the development of Learning Plans and facilitates discussion Plan with the relevant parent(s)/carer(s).</td>
</tr>
<tr>
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</tr>
<tr>
<td>ALL</td>
<td>Teasing staff are unaware of the importance of having an inclusive learning environment for Aboriginal or Torres Strait Islander students.</td>
<td>The AEW has assisted teaching staff and school leadership in creating an understanding of the importance of an environment that is culturally inclusive and welcoming for all students.</td>
<td>Teachers and school leadership have undergone Cultural Awareness training delivered by the AEW to promote a mutual understanding of the history of Tasmanian Aboriginal people. Through this training, school staff should gain a strong appreciation of the diverse nature of Tasmanian Aboriginal Communities.</td>
<td>School leadership have undergone Cultural Awareness training delivered in conjunction with the AEW. The leadership team value and support the AEW in additional PL sessions for Teaching staff throughout the year. Acknowledgment of the importance of cultural and community diversity is noted publicly in the school strategic policy, and written in conjunction with the AEW. Their relationship with class teachers and the school support team allows them to follow up recommended action plans that have been put in place. Creates and implements structured activities within the school environment to encourage student attendance.</td>
<td>The AEW delivers culturally appropriate PL sessions throughout the year and works with the school leadership team to implement a Reconciliation Action Plan.</td>
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</table>
Assist the school in supporting the social and emotional wellbeing of Aboriginal and Torres Strait Islander learners.

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<th>Standard 4Developed</th>
<th>Standard 5Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>No Support</td>
<td>The AEW is aware of the support teams at their school. The AEW is able to identify the enrolled Aboriginal and Torres Strait Islander learners.</td>
<td>The AEW works in conjunction with classroom teachers and supports teams to build rapport with Aboriginal and Torres Strait Islander learners and to work towards isolating issues of non-attendance and encouraging attendance.</td>
<td>They are aware of the issues surrounding learners’ personal as well as academic hurdles in relation to non-attendance. Has further developed their network to include Community support structures if required, in conjunction with the school support team.</td>
<td>The AEW is acutely aware of their learners’ barriers and is prepared to meet and greet learners at the start of the day and follow up with them throughout the day. Their relationship with class teachers and the school support team allows them to follow up recommended action plans put in place. Creates and implements structured activities within the school environment to encourage student attendance.</td>
</tr>
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</table>
Participate in a range of Aboriginal Education Services activities as required to support culturally inclusive professional learning and curriculum delivery in schools.

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</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>No knowledge of appropriate Aboriginal Education Services opportunities or meetings.</td>
<td>Is aware of but does not attended AES meetings or professional learning. The AEW intermittently attends AES meetings and professional learning opportunities. The AEW reports back to school teaching staff.</td>
<td>The AEW regularly attends AES meetings and professional learning opportunities. The AEW shares best practices with their school staff to further develop curriculum delivery.</td>
<td>The AEW regularly attends AES meetings and professional learning opportunities. They volunteer to assist in the further development of AES meetings and professional learning. They create and share best practice with their school staff to further develop curriculum delivery.</td>
<td></td>
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WE ARE HERE TO HELP

Aboriginal Education Services
03 6165 5487
aboriginal.education@education.tas.gov.au
30 Raminea Road
LINDISFARNE TAS 7015

GPO Box 169
HOBART TAS 7001

Dr Christopher Riley
Manager
03 6165 5774
christopher.riley@education.tas.gov.au

Nikki Brannigan
Senior Curriculum Officer
0487 008 455
nikki.brannigan@education.tas.gov.au

Ruth Degrassi
Senior Curriculum Officer
03 6165 5482
ruth.degrassi@education.tas.gov.au

Mary Blake
Teacher Librarian
03 6165 5480
mary.blake@education.tas.gov.au

AES Library

Helen Ransom
Program Officer – Australian
School-based Apprenticeships
03 6165 5483
helen.ransom@education.tas.gov.au

Todd Sculthorpe
Project Officer – Inclusive
Curriculum
03 6165 5477
todd.sculthorpe@education.tas.gov.au

Amy McCarter
Administration Officer
03 6165 5478
amy.mccarter@education.tas.gov.au

Rachael Ploughman
Administration Officer
03 6165 5481
rachael.ploughman@education.tas.gov.au

LINKS

Aboriginal Education Services – Department of Education
The Orb
Aboriginal Education Services Library Catalogue Search
Facebook