

Indigenous languages and cultures guidelines

Curriculum, assessment, reporting and certification: early childhood to year 12 policy statement

The Northern Territory Board of Studies (NTBOS) approved policy sets out the legislative foundation for the provision of school education in the Northern Territory (NT) relating to curriculum, assessment, reporting and certification.

The Department of Education's (the department) Curriculum, assessment, reporting and certification policy: early childhood to year 12, informs department staff that is, school, regional, and corporate staff, about the actions they must undertake to be compliant with legislation, the NTBOS policy and the department's strategic direction.

These guidelines provide information on the actions and processes when using the [NT Indigenous Languages and Cultures Curriculum](#) (NTILC).

Policy

The NTILC is the approved NTBOS curriculum for the implementation of the [Australian Curriculum Framework for Aboriginal Languages and Torres Strait Islander Languages](#) within the Languages learning area. All learners should have access to education in an Aboriginal language that reflects and respects their background and develops knowledge, skills and understandings.

Roles and responsibilities

Quality Teaching and Learning as the policy owner is responsible for:

- communicating and reviewing these guidelines
- providing differentiated support to school leaders and developing strong networks for Indigenous Languages and Culture (ILC) programs.

The school principal as the instructional leader of the school is responsible for:

- implementing¹ these guidelines
- ensuring the ILC program is conducted in partnership with the community and language owners
- providing clear procedures, guidelines and plans regarding language use and cultural education, and building capacity for the delivery of ILC programs
- providing opportunities for developing educator capability for the planning and delivery of ILC programs.

¹ <https://elearn.ntschoools.net/leading-school-improvement/plan/nt-guide-implementation>

School representative bodies are responsible for:

- providing strong direction, vision, and goals for the ILC program
- ensuring the school obtains permissions from the Aboriginal language custodians
- working with the school and community to decide the languages and pathways for the ILC program
- supporting partnerships and sharing information about the ILC program with the community.

Assistant teachers/language teachers in the ILC program are responsible for:

- planning, teaching, and assessing within a teaching team and engaging in professional learning
- leading the face-to-face teaching.

Teachers in the ILC program are responsible for:

- providing support to ILC teachers in program development and delivery
- recording their teaching and learning program and learner progress through the Student Achievement Information System (SAIS) reporting tool
- developing their own cultural and language awareness
- working in a teaching team to support ILC teachers in ILC program development and delivery.

Guidelines

There are 3 phases to the implementation of an ILC program. Each phase is interdependent and must be carried out effectively to ensure success and sustainability. The process may not be linear and will depend on whether the school is establishing, re-establishing, or aligning an existing program to the NTILC. Schools may need to revisit parts of each phase to ensure alignment with the ILC program goals.

Phase 1 – Initiating

Establish the ILC program through consultation and engagement to ensure strong ownership by Aboriginal leaders and language custodians. The school and community will need to:

- decide on the language, program pathway, program size and structure
- establish an ILC program agreement between the school, community, and other stakeholders
- identify key performance indicators based on the ILC program goals
- determine data needs and plan for data collection.

Phase 2 – Embedding

Implement systematic planning and delivery of curriculum:

- align curriculum planning to the NTILC
- allocate resources and budget including the employment of language teachers and development of resource materials, professional learning, and workforce development opportunities
- allocate adequate time for teaching teams to plan and teach
- report learner ILC achievement in SAIS and learner progress to parents.

Phase 3 – Reviewing

As a part of the school review and improvement process:

- review the ILC program in line with the ILC program agreement and establish a new agreement with stakeholders
- determine the performance measures for the review through stakeholder consultation
- celebrate program milestones.

Resources

Read more information on the [Indigenous languages and cultures webpage](#). Resources to assist educators are available to department staff on [eLearn](#).