



Bilingual education and Cultural responsiveness framework – expectations of school leaders

Cultural responsiveness framework domains and the Bilingual education key elements		<h1>Expectations of school leaders</h1>		
Relationships	Aboriginal Ownership	Schools:	<ul style="list-style-type: none"> ensure Aboriginal leaders, Elders and families are active partners in providing permission to use language, shape improvement plans, set goals and review progress ensure language agreements are co-designed, regularly reviewed, and used to guide improvement in teaching and learning ensure consultation and feedback processes are to be transparent, inclusive, evidence-informed 	
	Working in Teams	Schools:	<ul style="list-style-type: none"> ensure each class has a bilingual teaching team with shared roles and accountability for student learning provide time for teaching teams to plan, teach, assess and evaluate evidence together ensure teaching teams access professional learning that supports collaboration, strengthens both languages, aligns with school improvement goals 	
Leadership	School leadership for Two-Way Learning	School leaders:	<ul style="list-style-type: none"> ensure bilingual education goals and actions are included in the Annual School Improvement Plan involve Aboriginal staff and community members in school decision-making processes use evidence and data to monitor and evaluate progress and communicate data and progress in culturally appropriate ways 	
Teaching	Aboriginal Educators	Aboriginal educators:	<ul style="list-style-type: none"> are supported through structured induction, accredited training, mentoring and leadership opportunities have regular time to plan, assess and reflect with their teaching team access ongoing professional learning that links directly to school improvement priorities 	
		Schools:	<ul style="list-style-type: none"> prioritise experienced Aboriginal educators to lead Early Years teaching and learning in the program's Aboriginal language 	
	Aboriginal Language Teaching and Learning	Teaching teams:	<ul style="list-style-type: none"> use the NT ILC First Language curriculum pathway and the ILC monitoring tool to plan, assess and report on student learning in an Aboriginal language use student data to inform instruction and reflection for school improvement discussions target explicit literacy and oral language development in Aboriginal languages and connect these skills to learning goals across subjects regularly review evidence of impact, draw on research, and refine pedagogy to improve student outcomes create classrooms that are language-rich, culturally safe environments where students feel confident to use and develop their first language as a foundation for learning 	
	English as an additional language teaching and learning	Teaching teams:	<ul style="list-style-type: none"> use the Australian Curriculum: English and the NT EAL/D Learning Progressions to assess, monitor and plan for language proficiency and achievement report and assess using the NT Assessment and Reporting Schedule for all national and systemic assessments. The following exceptions apply: <ul style="list-style-type: none"> bilingual schools must screen students using the Year 1 Phonics Check within 12 months of beginning English literacy teaching, if not in Year 1 bilingual schools must monitor students against the EAL/D learning progressions for listening, speaking, reading and writing analyse student progress data to set clear learning goals, adjust instruction and share effective strategies engage in regular feedback cycles to evaluate the impact of teaching on language development teach explicitly to develop students' understanding of how language works across the curriculum create classroom environments that build students' confidence as English learners, valuing effort, persistence and first-language knowledge as tools for learning 	
	Local curriculum for two-way learning	Schools:	<ul style="list-style-type: none"> consult, co-design and regularly review the local curriculum with Elders and educators to ensure themes are culturally appropriate and relevant ensure curriculum plans explicitly connect Aboriginal knowledges, the Australian Curriculum and relevant system priorities induct staff in the local curriculum 	
Learning Environment	On-Country learning	Teaching teams:	<ul style="list-style-type: none"> plan opportunities for students to learn on-Country as a rich resource for explicit teaching of Aboriginal languages co-design learning opportunities with Elders and Aboriginal educators, respecting local protocols connect On-Country learning across the curriculum and bring Country into the classroom. 	
		School staff:	<ul style="list-style-type: none"> follow risk-management practices when planning On-Country learning respect cultural protocols when creating classroom displays, materials and activities, and when recording and using language 	
Resources	Recruitment and development	Schools:	<ul style="list-style-type: none"> ensure recruitment and workforce planning directly support the school improvement goals for bilingual education and allocate funding to sustain staffing, including specialist positions induct all staff and provide ongoing professional learning in bilingual education, cultural responsiveness and local ways of working use evidence-informed professional learning and evaluate its impact participate in learning networks with other bilingual schools 	
	Resourcing for language, culture and community expertise	Schools:	<ul style="list-style-type: none"> allocate funding and resources that recognise Aboriginal staff, Elders and Aboriginal knowledge as integral to teaching and learning and implement expectations outlined in the Bilingual Education Program Statement 	