| Stakeholder | Key issues | Timeline/date | Method | Action officer |
| --- | --- | --- | --- | --- |
| School Council/Parent consultative group | * endorsement to initiate discussion about an ILC program * does the School Council wish to establish an ILC advisory group/committee  (refer to [School Representative Body Policy and Guidelines](https://education.nt.gov.au/education/policies/indigenous-languages-and-cultures))? |  | School Council meeting | Principal/ILC coordinator |
| * endorsement of the establishment of an ILC program and agreement. |  | School Council meeting | Principal |
| All school staff | * ILC program and program pathway options identifying:   + student, staff and community language profiles   + past/existing ILC programs   + possible teachers and teaching teams of languages and cultures   + timetabling, resources and capacity   + language and culture learning for non-Aboriginal staff. |  | Staff meeting/learning together session(s) | Principal/ILC coordinator |
| Aboriginal school staff/Assistant Teachers | * Discuss ILC program and program pathways and explore key issues such as:   + identifying key Aboriginal leaders/Elders/Traditional Owners that must be consulted and the languages they speak   + current language and culture knowledge among staff   + capacity/permissions to teach identified languages and cultures   + professional learning needs   + possible available resources and required resource development. |  | Aboriginal staff  meetings (facilitated if necessary)/‘learning together’ sessions | Principal/ILC coordinator/ experienced Assistant Teacher |
| Aboriginal Leaders/ Elders/Traditional Owners | * If required, arrange an introduction through an Assistant Teacher and or community member. |  | Face-to-face – location to be advised by Aboriginal leader(s) | Principal |
| * Discuss ILC program and program pathways and explore key issues such as:   + What languages can and cannot be taught?   + Who can teach?   + Who in the community can help develop the program and resources?   + How to plan to access to country for teaching and learning   + Who in the community can help to teach the language and culture? |  | Face-to-face – location to be advised by Aboriginal leader(s) | Principal |
| * seek agreement from the Elders and Traditional Owners identifying the language(s) and culture(s) to be taught in school. |  | Face-to Face – location to be advised by Traditional Owners | Principal |
| Parents | * inform parents about what an ILC program is * seek opinion on what language and culture should be taught * identify the support parents can provide to the school. |  | Face-to-face meetings | Principal |
| Potential ILC program partners | Identify and make contact with potential program partners, such as language centres, neighbouring schools, community and government organisations, universities and training organisations, and what support they can provide, including:   * language resources * linguistic support * training and professional development * language and culture teachers. |  | Face-to-face meetings, written correspondence | Principal |
| Other…………. |  |  |  |  |