

A checklist: The current state of your practice

If you can answer most of these questions positively, you're doing well.

General

- | | Doing well | Could improve | Not doing at present | Could be tried |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| • Have you specifically (and sensitively) investigated the backgrounds, aspirations and needs of your Indigenous students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do you know their families and carers on a friendly basis? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are processes in place for liaising and maintaining regular contact with members of local communities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do you have specific targets in place for students' success and have you implemented means for their achievement? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Acknowledgment, recognition and support of Indigenous cultures

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|--|--------------------------|--------------------------|--------------------------|--------------------------|
| • Are provisions in place for non-Indigenous staff to learn about Indigenous cultures in general and local Indigenous cultures in particular? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is there a recognisable Indigenous 'presence' in the school in terms of teaching and employed support staff, guests to the school and other support personnel? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does the school recognise and express its respect for the cultures of its Indigenous students in ways that are acceptable to and appreciated by students and other members of local communities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Developing skills

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|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • Do you have procedures in place for testing and, where they exist, responding to any problems of hearing or vision impairment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is intensive support available for students whose skills in reading and writing Standard Australian English (SAE) and numeracy are below conventional levels? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is regular use made of the life experiences and knowledge of students to make connections with other curricular content? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are teaching materials that deal with Indigenous cultures in an accurate and relevant way a conventional part of the content of the curriculum? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there consistent opportunities available for students to work cooperatively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are learning activities varied (for example, via the use of ICTs)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are learning activities related to students' learning preferences? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Attendance and participation

Where regular attendance and consistent participation are problems,

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|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • do you have an individual 'case management' process that has been developed with the help of the student, his or her parents/caregivers and the teachers concerned? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • are Indigenous peers, mentors or members of staff used to support individual students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • have you worked with key members of the local community to discuss possible strategies that might change the situation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |