

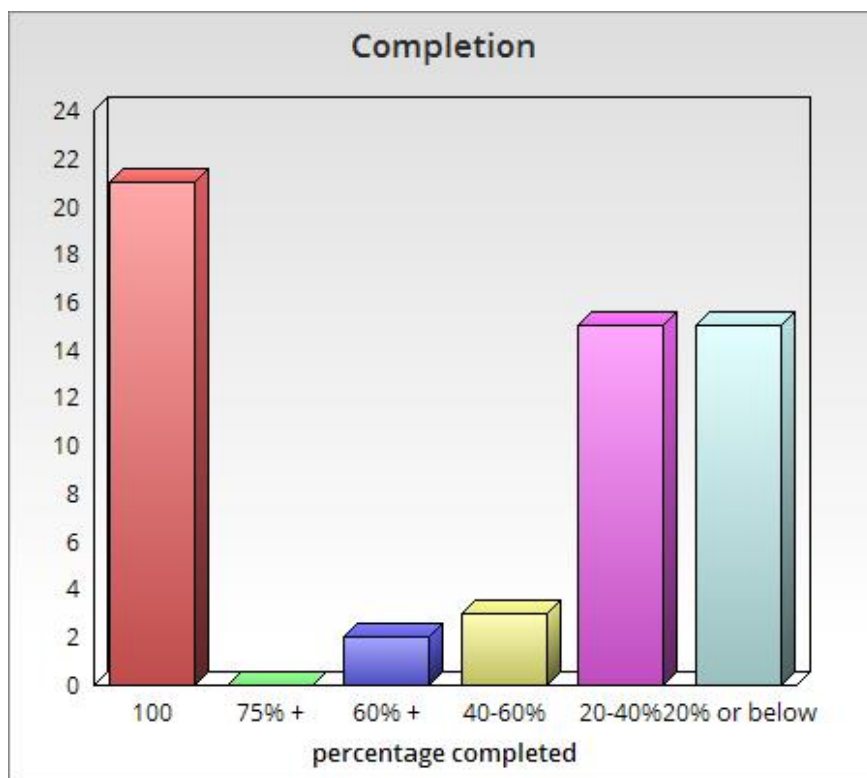


Growing Our Own

Growing our own aims to develop a quality, local indigenous teacher workforce specifically to support Indigenous Assistant Teachers to become Teachers.

Summary:

- 55 students enrolled in Growing our Own since 2009. NOTE: There were about 6 others enrolled but withdrew before penalty dates and never completed any work.
- 21 Graduates
- 8 of these with Bachelor of Teaching and Learning in-service (upgrading from 3 to 4 year trained).
- 13 Graduates from either Bachelor of Teaching and Learning Primary or the newer version of the course – Bachelor of Education (Primary)
- 11 of the graduates are teaching within CENT
- 2 Graduates retired
- 5 are working as teachers in other educational systems
- 2 unknown destination
- 1 is working as an AT
- 20 students currently enrolled
- 14 students currently withdrawn. Some are looking to re-enter.
- Of the withdrawn students 4 are no longer working in our schools, the remaining 10 are working as AT's.



Roles within Catholic Education Northern Territory Schools

Our schools operate in urban and Indigenous Catholic Communities. Our urban schools operate in Darwin, Katherine and Alice Springs. Our Indigenous Catholic Community Schools (ICCS) operate in the remote communities of Wurrumiyanga, Nauiyu, Wadeye and Santa Teresa.

Overview of Teacher Assistant roles

Teacher Assistants (TAs) are employed to work within an ICCS and provide support and assistance to teachers and students within the curriculum.

The Teacher Assistant acts as a cultural mentor to the non-local teacher, helping them to learn about the local language and culture.

Overview of IEW roles

Indigenous Education Workers (IEWs) operate in urban schools and assist in the provision of curriculum support related to Australian Indigenous cultures and issues by:

- Establishing strong professional links among Aboriginal students, their families and school staff.
- Working directly with the Indigenous students and their families in the school
- Providing a secure learning environment for students and to provide a referral point for Aboriginal families.

IEW's participate in four network meetings which are held once each term.

Catholic Indigenous Leadership Team (CILT)

Network meetings membership is comprised of participants from the five ICCS remote schools. There are two day workshops held each term. The focus of these workshops are on capacity building regarding projects, timelines and strategic information. Gaining understanding and insights of the language used in policy and decision making is another area of learning.

The development of cultural programs for orientation at the Territory level then focussing on the development of local programs is a key component of the CILT group.

Networking Activities

Throughout all roles is the networking and engagement with the local community and Parish activities. Particularly in the ICCS remote schools, Indigenous employees play an important role in the liturgies, baptisms and confirmation.