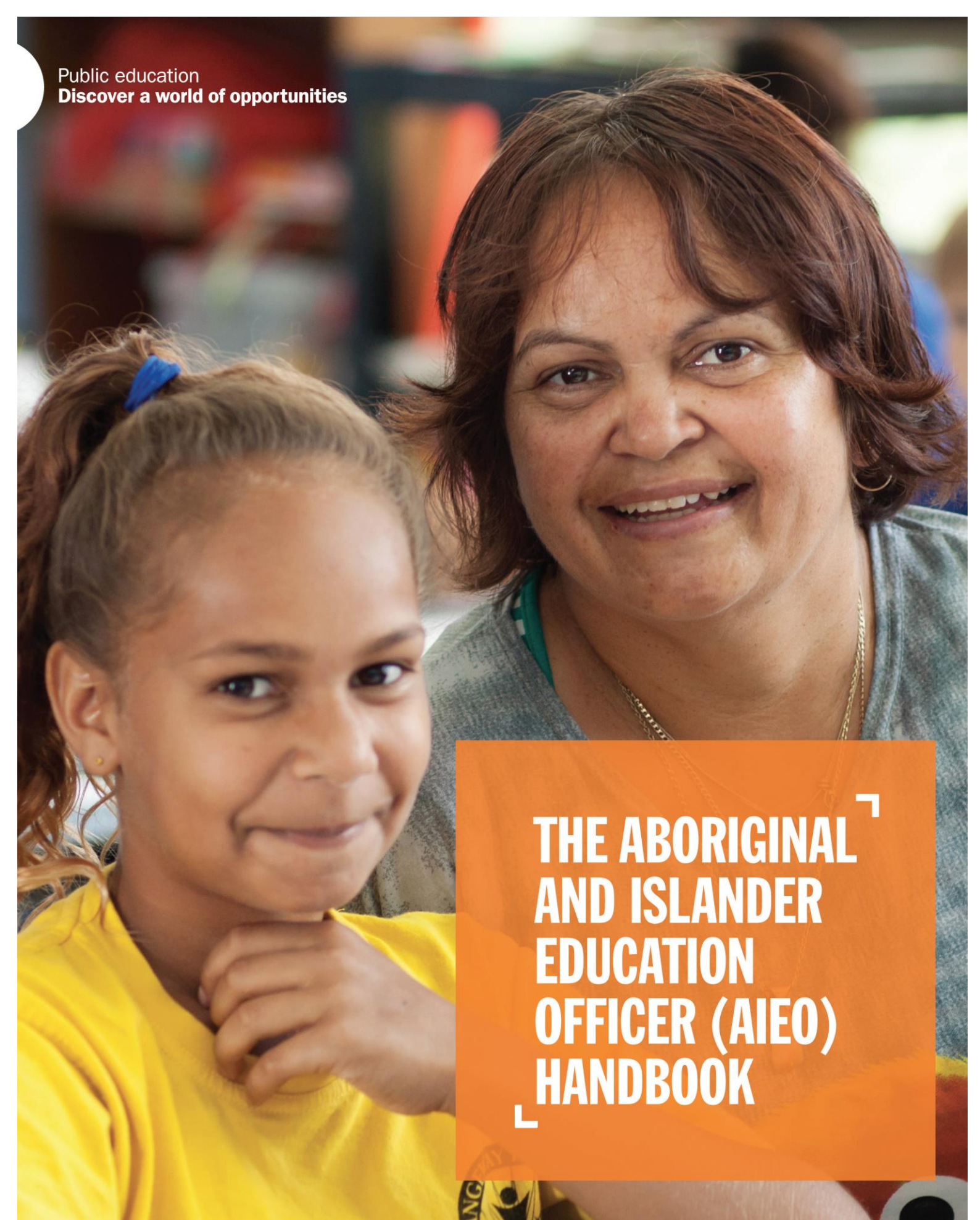


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# THE ABORIGINAL AND ISLANDER EDUCATION OFFICER (AIEO) HANDBOOK



Department of  
Education

Updated August 2015

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## From the Director General

Improving the educational outcomes of Aboriginal students is a key priority for our schools.

We want Aboriginal students to gain the knowledge, skills and understandings they need to achieve and enjoy education success. We want parents and community members to become more involved in their children's schooling.

We also want all our students to learn about the history, heritage and culture of Aboriginal Australians.

This handbook details the various ways that Aboriginal and Islander Education Officers (AIEOs) can contribute to all these areas by providing advice on directions in Aboriginal education and supporting teaching and learning programs for Aboriginal students.

With their understanding of local cultures and languages as well as their strong ties with communities, AIEOs can also support school staff to implement culturally inclusive education programs and connect with Aboriginal students, families and communities.

I encourage principals, teachers and AIEOs to use this handbook so that together we can close the gap in educational achievement for Aboriginal students. This is fundamental for the increased health, social and economic wellbeing of Aboriginal people and their communities.



SHARYN O'NEILL  
DIRECTOR GENERAL

## Introduction

Aboriginal and Islander Education Officers (AIEOs) help to build positive relationships between school staff and local Aboriginal communities so the culture of the communities is extended into teaching and learning programs. They help promote inclusive practices in schools.

Aboriginality is an essential requirement for the AIEO role in line with section 50(d) of the [Western Australian Equal Opportunity Act 1984](#).

AIEOs may be employed in schools to support Aboriginal students in the areas of academic achievement, social engagement, participation, attendance and behaviour. Their roles may vary depending on the needs of students, teachers, parents and local communities.

The responsibilities of AIEOs and examples of the types of functions they perform are detailed in this handbook under the following three areas:

1. supporting Aboriginal students
2. linking school to community
3. providing whole-school support.

The [AIEO job description form \(JDF\)](#) outlines the role and responsibilities.

AIEO positions are advertised on the [WA Government Jobs Board](#).

### **Note:**

This handbook uses the term Aboriginal inclusively to encompass Aboriginal and Torres Strait Islander people. Reference to parents encompasses caregivers and other family members.

## Section 1: Responsibilities and functions

### 1. Supporting Aboriginal students

#### 1.1 Teaching and learning

AIEOs and teachers play a primary role in ensuring Aboriginal students feel welcome and are seen, respected, understood, cared for and safe.

By working together, AIEOs and teachers make a significant difference to the engagement, attendance, achievement and retention of Aboriginal students. This includes planning together, sharing ideas, discussing student matters, exchanging feedback and providing guidance.

AIEOs support teaching and learning by:

- communicating high expectations for Aboriginal students
- supporting Aboriginal students to strive for excellence
- assisting in developing [documented plans](#) for Aboriginal students, where required
- assisting teachers understand Aboriginal learning styles
- sharing culturally inclusive strategies and resources to make lessons relevant to Aboriginal students
- working with individuals and small groups of students
- translating and supporting students whose first language at home is not Standard Australian English
- presenting lessons together, including:
  - language communication skills
  - storytelling and reading
  - sport, art, music and library activities
- communicating with parents about student progress and achievement.

#### 1.2 Motivation and performance

When students feel proud and strong about themselves and from where they come, this can contribute to increased learning, motivation and performance.

AIEOs play a central role in strengthening and reinforcing Aboriginal students' cultural identity by:

- offering guidance and affirmation of cultural understandings
- providing pastoral care in areas of emotional, social and physical wellbeing, health, hygiene and life skills
- providing positive role modelling
- mentoring and building students' self-esteem and confidence.

#### 1.3 Behaviour management

While teachers have the key responsibility for managing student behaviour, AIEOs assist in behaviour management. It is important for AIEOs to know the [Behaviour Management in Schools](#) policy and [Child Protection](#) policy. These are provided as part of the induction in schools.

AIEOs assist teachers to manage student behaviour by:

- providing additional information about students' absence and behaviour, such as events at home or in the Aboriginal community
- providing cultural information to better understand Aboriginal students
- contributing at behaviour management meetings

- assisting in preparing [documented plans](#) for Aboriginal students, where required
- working with individual students and groups to help them understand and achieve appropriate school behaviour
- encouraging and supporting Aboriginal students to engage in school activities
- communicating with parents about student behaviour.

#### **1.4 Attendance**

Regular attendance is key to improving student learning. AIEOs play an important role in monitoring Aboriginal students' attendance at school and assist by:

- visiting families and talking with parents and local community members about the importance of going to school regularly
- supporting teachers to develop and conduct extra-curricular activities that encourage students to attend school
- informing teachers of reasons for student absence
- supporting students to re-engage with learning on return from a period of absence
- supporting student attendance officers based in regions to address student attendance issues
- keeping informed about school and Department attendance policies, strategies and programs.

#### **1.5 Supervision (duty of care)**

All staff in schools have a duty to take reasonable care for the safety and welfare of students during school activities. School activities include lessons, excursions, sporting activities and playground activities. This is termed "duty of care" and is detailed in the [Duty of Care for Students](#) policy.

AIEOs may be required to supervise students without the presence of teachers or when assisting teachers. They must also take reasonable care for the safety and welfare of students, whether or not the activity is within or outside school premises.

Teachers requiring AIEOs to assist in supervising students need to provide information to the AIEO about the level of care required.

#### **1.6 Yard duty**

AIEOs may be required to perform yard duty. Yard duty supervisors must ensure AIEOs have access to teaching staff in case of emergencies and are informed of emergency procedures.

#### **1.7 Bus duty**

AIEOs may be required to assist with arrival and departure of students travelling by bus. Bus duty is a school activity and therefore students are owed a duty of care.

#### **1.8 Out-of-class activities and school excursions**

School excursions are classified as out-of-class activities and involve duty of care. AIEOs may be required to assist teachers with the care and supervision of students in out-of-class activities. AIEOs must know the responsibilities of staff outlined in the [Outdoor Education and Recreation Activities](#) policy and [Excursions](#) policy and procedures.



## 1.9 Transporting students

Transporting students home and to other specified destinations is not a duty AIEOs are required to perform. However, AIEOs may elect to do so and therefore would have a duty of care to those students in those circumstances. AIEOs should inform principals or line managers and parents before transporting students. AIEOs can use their own vehicles to transport students.

When their own vehicles are used, the AIEO must:

- have up-to-date third party insurance
- have a current drivers licence
- obtain principal and parental approval
- maintain logbooks.

## 1.10 Child protection

AIEOs must advise principals of any child protection concerns including possible sexual, physical, psychological and emotional abuse and neglect. School support staff are required under the [Child Protection](#) policy to report child abuse to principals or line managers.

## 2. Linking school to community

### 2.1 Supporting parents

In schools where AIEOs are employed, they act as a bridge between teachers, students, parents and local Aboriginal communities. Liaison and communication with parents are important responsibilities of AIEOs. Supporting parents in the education of their children assists in student attendance, engaging students with schooling and improving academic achievement.

AIEOs support parents of Aboriginal students by:

- making home visits
- encouraging and organising parent involvement in school activities and learning programs
- encouraging participation in parents and citizens' associations meetings, school council/board meetings and other school committees
- arranging meetings with teachers and providing support in discussions
- sharing information and positive news stories related to individual students
- discussing the importance of school attendance and encouraging them to send their children to school
- providing information about school policies and procedures
- assisting local Aboriginal communities to contribute to the development of school policies and learning programs relevant to the educational and cultural needs of Aboriginal students
- contributing to making the school a welcoming place to visit (eg organising a culturally appropriate place to meet).

### 2.2 Engaging with Elders

Aboriginal Elders are the respected custodians of Aboriginal lore and culture, and pass on their languages, Dreaming stories and cultural practices. Preserving culture is important in keeping traditions strong and ensuring the next generation has a sense of identity.

It is important that Aboriginal students develop strong self-esteem and feel their culture is valued. This contributes to:

- increased student attendance
- increased involvement of parents in school activities
- increased understanding by parents of academic and social achievement.

AIEOs support teachers and school communities to engage with Aboriginal Elders by inviting them to:

- share their stories as part of planned teaching and learning programs
- participate in school cultural activities and events (eg NAIDOC Week)
- perform the [Welcome to Country and Acknowledgement of Traditional Ownership](#) at school events.

### **2.3 Liaising with external agencies**

Several government and non-government agencies provide assistance and support for the wellbeing of Aboriginal students and their families.

With the support of the school and consent of families, AIEOs:

- provide information to parents about agencies that support families
- compile and keep up-to-date lists of local resources and contacts to give to families, as required
- support parents to meet with government and non-government agencies
- liaise with agencies to access appropriate resources and support for parents.

#### **Important links:**

[Department of Human Services – Centrelink](#)

[Department of Housing](#)

[Department of Health](#)

[Department for Child Protection and Family Support](#)

[Department of Corrective Services](#)

[Department of Aboriginal Affairs](#)

[Department of the Prime Minister and Cabinet](#)

### **3. Providing whole-school support**

#### **3.1 Whole-school planning**

An important part of the AIEO role is to communicate the culture of the local Aboriginal community to the school and contribute to building an understanding of school programs in the local Aboriginal community. This contributes to an inclusive learning environment for students.

AIEOs contribute to whole-school planning by:

- participating at regular staff meetings
- providing advice on whole-school strategies to support and build culturally inclusive learning environments
- assisting in developing programs that recognise diversity and the cultural and educational needs of Aboriginal students
- liaising with Aboriginal communities and school communities
- providing advice on cultural expectations of local Aboriginal communities.

#### **3.2 Aboriginal cultural awareness**

Cultural awareness is critical to engaging Aboriginal students, maintaining inclusive school environments and building strong relationships between school staff, Aboriginal families and their communities.

AIEOs promote cultural awareness in schools by:

- promoting cultural awareness training for teachers and school support staff, including the online Aboriginal Cultural Appreciation course
- informing teachers about special cultural considerations in local Aboriginal communities (eg which places can be visited and what cultural protocols must be followed)
- informing teachers about local Aboriginal history, language and family groups in the area
- sharing knowledge about local community issues and cultural events
- providing information to teachers about Aboriginal students' cultural backgrounds, ways of learning and individual needs
- advising on culturally appropriate behaviour when meeting and working with Aboriginal people
- promoting and organising cross-cultural activities in schools (eg NAIDOC Week, Sorry Day, Harmony Day and Reconciliation Week).

#### **3.3 Influencing the curriculum**

AIEOs contribute to building and maintaining inclusive school curriculum by:

- assisting teachers to implement Aboriginal studies through:
  - providing cultural information about local areas
  - suggesting appropriate links with local communities and inviting local Aboriginal people into classrooms to share their cultural knowledge
  - providing Aboriginal perspectives in class discussions
- sharing with teachers Aboriginal perspectives and resources across teaching and learning programs
- encouraging and supporting schools to implement Aboriginal studies and/or Aboriginal language programs.

[\*Aboriginal Perspectives Across the Curriculum\*](#) is a Department resource to support school staff implement Aboriginal studies programs. It contains lessons and programs to broaden student and teacher understandings of Aboriginal cultures, history and ways of being.

**Important links:**

[School Curriculum and Standards Authority – Curriculum Resources](#)

[Department of Education – Curriculum Support](#)

[Australian Institute for Teaching and School Leadership](#)

[Australian Curriculum Assessment and Reporting Authority](#)

## Section 2: Work schedule

Principals clarify the role, duties and daily work schedules of AIEOs to support Aboriginal students and assist school staff implement culturally inclusive learning programs.

The role of AIEOs may vary depending on the needs of the school, students, teachers, parents and the local community.

To provide effective support for Aboriginal students, the AIEO's daily work schedule should include a number of administrative tasks.

### 1. Liaison visit reporting

AIEOs must keep a record of family and community visits.

Following each visit, a short written report should include:

- the date and time of the visit
- the name and address of who was visited
- the purpose of the visit
- a brief summary of any discussion or advice provided
- any proposed follow-up required.

Reports must be:

- kept in a secure place
- copied and given to the principal.

Reports may be required as part of:

- school interviews with parents and/or students
- reporting on student attendance and/or behaviour
- providing advice to teachers about individual needs of Aboriginal students.

### 2. Advising the principal of liaison visits

The school diary at the reception desk is for all staff, including AIEOs, to record liaison visits and where they are during work hours.

Before leaving school premises, AIEOs must fill in the diary with details of the type of liaison visit (eg home visit), departure time and anticipated time of return. When returning to school, AIEOs must sign in.

### 3. Keeping a diary and travel log

To effectively manage tasks, AIEOs must keep up-to-date diaries and travel logs.

Diaries must record scheduled activities including: parent/student interviews; liaison visits and follow-up actions; planned school and/or cultural activities; classroom support; bus and yard duty; and staff meetings.

Travel for work purposes must be recorded in diaries and indicate the kilometres travelled (from school and return) and reason for travel. The information is used by AIEOs to complete motor vehicle allowance claims.

When AIEOs are scheduled for regular classroom support and a disruption to the timetable occurs, AIEOs must inform the classroom teachers.

## 4. Travel

Travel undertaken by AIEOs for work purposes (eg liaison visits) is paid by schools and must be approved by principals before being undertaken. Travel from home to school and return is at the expense of the AIEO.

When AIEOs use their personal vehicles for work purposes, they are entitled to claim the motor vehicle allowance. The allowance covers wear and tear on vehicles and fuel costs.

Motor vehicle allowance claims are entered into the [Human Resource Management Information System \(HRMIS\)](#) at schools and approved by principals. Business managers/registrars provide assistance with travel claims using HRMIS.

When AIEOs use their private vehicles for work purposes, they are covered by workers' compensation should an accident occur.

It is the responsibility of AIEOs to adequately insure their vehicles against loss and damage. The Department does not meet these costs in the event of accidents.

## Section 3: AIEO Employment and conditions

### 1. Industrial awards and agreements

Employment conditions and entitlements of AIEOs are outlined in the following industrial instruments:

- [Teachers' Aides Award](#)
- [Miscellaneous Government Conditions and Allowances Award](#)
- [Education Assistants' \(Government\) General Agreement](#)
- [District Allowance \(Government Wages Employees\) General Agreement](#).

AIEOs should check the [current awards and agreements](#) for a more detailed understanding of their entitlements.

### 2. Hours of work

AIEOs may be employed full-time, part-time or casually. Full-time AIEOs are employed for 65 hours a fortnight (32.5 hours a week).

Example of a roster for a full-time AIEO:

- 8.30am to 12.30pm 4 hours (includes 10 minute paid tea break)
- 12.30pm to 1.00pm 30 mins (unpaid lunch break)
- 1.00pm to 3.30pm 2 hours 30 mins
- Total hours a day 6 hours 30 mins
- Total hours a week 32.5 hours (6 hours 30 mins x 5 days)

AIEOs working less than full-time, receive payments and benefits in proportion to the hours of work.

### 3. Probation

New AIEOs are employed on probationary periods not exceeding three months.

AIEOs appointed for at least three months in the same position, prior to winning it through merit selection and whose performance was deemed satisfactory will be appointed on a permanent basis with no further probationary period.

Before the probationary period of employment expires, the principal:

- confirms the appointment; or
- extends the probation for a further period, but cannot exceed a further three months where performance issues have been identified and appropriate support and training to enhance performance has been documented; or
- terminates the appointment due to unsatisfactory performance.

### 4. Employment Status

AIEOs are employed on a permanent or fixed-term basis (subject to probation as above) or on a casual basis. Fixed-term employment can only be used in the following circumstances to fill vacancies:

- on a special project
- while the recruitment process is undertaken
- where an existing staff member is on leave, secondment or workers' compensation.

AIEOs employed on fixed-term contracts, but not in the circumstances outlined above, can request a review of their employment status.

## **5. Rest, pause and meal breaks**

AIEOs are allowed a paid 10 minute tea break between the second and third hour from school starting time. They are entitled to an unpaid lunch break of between 30 and 60 minutes between the hours of 12.00noon and 2.00pm.

## **6. Non-contact time**

AIEOs are not entitled to non-contact time allocations. However, the principal and AIEO may negotiate non-contact time to accommodate a schedule that allows the AIEO responsibilities such as liaison visits, conducting meetings and planning/preparation activities for classroom support and school-based activities.

## **7. Salary**

AIEOs progress through the education assistants' classification structure Level 3 salary scale by three annual increments. Increments are paid annually from the anniversary of the start date of employment.

AIEOs usually commence on the first step of the first salary scale unless they:

- are placed at the appropriate increment that takes into account recognition of prior service in the previous three years
- are placed on the same classification level and increment they had on termination if they are experienced AIEOs recommencing within three years of leaving.

For more information about AIEOs' salary entitlements, refer to the [Education Assistants' \(Government\) General Agreement](#).

## **8. Vacation time**

When schools are on vacation, AIEOs are not required to attend school. During vacation time, normal pay for AIEOs continues, except where vacation time accrued has been adjusted due to breaks in employment such as leave without pay.

## **9. Terminating employment**

AIEOs wishing to resign must give one week's notice in writing to principals. Where AIEOs are employed on a casual basis, the notice period is one hour.

## **10. Superannuation**

The Department contributes 9.5 per cent of an employee's annual salary each year into superannuation.

New AIEOs automatically become members of the [Government Employees Superannuation Board \(GESB\)](#) (GESB Super) unless another superannuation funds are chosen. Compulsory superannuation contributions may be paid to other superannuation funds.

AIEOs wishing to choose other funds must complete the [Standard Choice Form](#) and forward it to their business manager/registrar.



GESB Super is an accumulation style scheme. This means, super account balances build up over time from the employer's contributions, personal contributions and from any super that is rolled over from other schemes, as well as from investment earnings. Fees and insurance premiums are deducted from super accounts on a monthly basis.

AIEOs can make top-up contributions to their superannuation through personal contributions and salary packaging. Personal contributions are made from after-tax salary. Salary packaging contributions are made by the Department and are taken from pre-tax salary.

For more information, contact the GESB Member Service directly on 13 43 72 or visit [gesb.com.au](http://gesb.com.au).

## **11. Allowances**

Allowances refer to employees' additional earnings above base wages and salary payments. They are defined in relevant awards and agreements. Allowances are, in most instances, paid as part of fortnightly salary. Some allowances may be paid as one-off payments at the conclusion of specific service periods.

AIEOs are advised to contact their business manager/registrar about any allowances for which they may be eligible. AIEOs may be entitled to the following allowances depending on their location and role.

### **11.1 First aid allowance**

AIEOs suitably qualified in first aid, and authorised by principals to carry out first aid duties, are eligible to be paid a first aid allowance. The allowance is calculated on a pro-rata basis for part-time AIEOs performing this responsibility.

### **11.2 District allowance**

A district allowance is an additional payment to compensate public sector employees for the higher cost of living in certain rural and remote areas. It is automatically paid to eligible employees based on their location and hours worked each week. The allowance rates are in the [\*District Allowance \(Government Wages Employees\) General Agreement\*](#).

### **11.3 Annual leave travel concession**

AIEOs employed in schools located north of the 26th parallel are eligible for an annual travel concession after 12 months continuous work.

When on vacation leave, AIEOs are entitled to the actual cost of travel by road or air up to the value of a return economy airfare or equivalent. A travel concession lapses if not used within 12 months of becoming due.

AIEOs must apply for the travel concession in advance. Concessions may also apply to their dependent spouse and children. Reimbursement is made when AIEOs provide evidence of actual costs of travel.

AIEOs working part-time are entitled to the travel concession on a pro-rata basis (eg an AIEO employed 2.5 days a week is entitled to 50 per cent of the travel concession).

### **11.4 Camp allowance**

AIEOs attending overnight school camps in the course of employment are entitled to be paid for 10 hours at the ordinary rate of pay for each day while attending camps. This is in place of what they would receive for working ordinary hours.

### **11.5 Air conditioning subsidy**

AIEOs employed in schools situated in certain areas are eligible to claim a subsidy for electricity charges associated with operating air conditioning units in their residence. The subsidy applies to accommodation owned or leased by the government or privately owned or leased and occupied by AIEOs.

AIEOs should contact the business manager or registrar to discuss how to claim the air-conditioning subsidy. For further information on air conditioning subsidies visit the [Housing and Transport](#) website.

## **12. Leave**

Leave is managed at the worksite. Principals (or delegates) are responsible for approving leave for AIEOs in accordance with the Department's [Leave Management Policy and Procedures](#).

The AIEO's payslip indicates accrued and projected leave entitlements.

### **12.1 Defence Force Reserves leave**

AIEOs who are members of the Defence Force Reserves or Cadet Force, may be granted leave for attending training camps and instruction, subject to conditions. Ten days leave on full pay in any period of 12 months may be granted for attendance at a camp for annual continuous compulsory training. Four extra days may be granted in the 12 month period if it is essential that the AIEO be at the camp. A further 16 days may be granted in the 12 month period, provided the leave is for a special purpose and not for a further routine camp.

### **12.2 Maternity leave**

AIEOs who complete 12 months continuous service with the Western Australian public sector are entitled to 14 weeks paid maternity leave which forms part of the 52 week entitlement of maternity leave, the remainder being unpaid.

Medical certificates must be provided to the principal confirming the AIEO's pregnancy and estimated due date. Written notice of when parental leave begins and its duration must also be provided to the principal eight weeks before maternity leave commences.

Other forms of leave are also available (see adoption leave, other parent leave or partner leave). See [Miscellaneous Government Conditions and Allowances Award No A4 of 1992](#).

### **12.3 Study leave**

Paid study leave for AIEOs undertaking recognised qualifications is provided under section 9(1)(a) of the [Miscellaneous Government Conditions and Allowances Award No A4 of 1992](#). AIEOs are entitled to a maximum of five hours a week study leave or up to 200 hours a year on a pro-rata basis.

Study leave is for the purposes of attending lectures, exams, tutorials and practicums in approved courses of study, and may accumulate and be accessed when block study is a requirement of the course.

AIEOs must discuss workable arrangements with principals to accommodate their study leave and the needs of schools.

#### **12.4 Long service leave**

AIEOs are entitled to 13 weeks leave after 10 years continuous service, and 13 weeks leave after each further period of seven years' continuous service. This is called long service leave.

Payslips show when long service leave is due. AIEOs can contact the Personnel and Payroll Branch to request calculation of long service leave entitlements. AIEOs should apply in writing two months before this leave is required.

Long service leave must be taken within prescribed timelines set out in a [General Order of the Western Australian Industrial Relations Commission](#).

#### **Important links:**

[Leave Liability](#)

[Reducing Leave Liability](#)

[Leave Management Policy and Procedures](#)

#### **12.5 Personal leave**

Personal leave is leave on full pay for a variety of personal purposes, including sick leave and paid carers leave. AIEOs who work part-time are entitled to personal leave credits on a pro-rata basis.

#### **12.6 Bereavement leave**

AIEOs are entitled up to two days paid bereavement leave in the event of the death of partners, spouses/de facto partners, children and step-children, grandchildren, parents and step-parents, grandparents, brothers, sisters, step-brothers and step-sisters. It includes any person who, immediately before the person's death, lived with the AIEO as a member of their family or, at the discretion of the principal, a person with whom the AIEO had a special relationship.

#### **12.7 Cultural and ceremonial leave**

AIEOs are entitled to time off work without loss of pay for cultural and ceremonial purposes, subject to agreement with their principals and sufficient leave being available. Otherwise, leave may be taken as leave without pay.

#### **12.8 Other leave**

Other leave includes:

- emergency services leave
- blood plasma donors leave
- purchased and deferred salary leave.

Payslips indicate leave entitlements and are available through [HRMIS](#).

Further information about leave entitlements and employment conditions is in [awards and agreements](#) or AIEOs can contact the business manager/registrar.

### 13. Occupational safety and health

All staff are entitled to a safe working environment. Occupational safety and health law provides the legislative basis for safe working environments.

The Department is responsible for providing a safe and hazard-free workplace for all staff. All employees are under an obligation to prevent situations hazardous to the health and safety of themselves and others, and to report hazards that come to their notice.

The [Occupational Safety and Health](#) policy requires employees to prevent the risk of injury and illness by:

- taking reasonable care for their own safety and health at work
- avoiding adversely affecting the safety and health of others at work
- following all instructions and safe working procedures established to protect their safety and that of others
- wearing personal protective equipment, as required
- reporting all identified hazards and accidents/incidents in the workplace to their line manager.

A safety and health committee is in place in most schools to make plans and policies to deal with health and safety issues in the workplace.

Planning for emergencies, and practice procedures, such as fire drills, are to be treated seriously by all employees as everyone has an obligation to ensure that risks to health and safety are not ignored. Most procedures are based on commonsense. Any doubtful situations should be referred to safety and health representatives or line managers.

### 14. Conduct

The Department expects its employees to display high standards of conduct and accountable and ethical behaviour. The expectation the Department has of its employees is outlined in the [Staff Conduct and Discipline](#) policy, the [Code of Conduct](#) and the [How to Comply with the Code of Conduct](#) handbook.

AIEOs unsure about what to do in particular situations, should use the 'stop-think-act' approach that involves asking:

- Am I doing the right thing?
- How would others judge my actions?
- How could my actions impact on others?
- Should I discuss this with someone else?

Further information is in "How to comply with our code of conduct".

If still unsure, AIEOs should discuss matters with their line managers and, where necessary, seek further advice from school colleagues, Regional Consultants for Aboriginal Education or other Department officers.

AIEOs must undertake the [accountable and ethical decision making](#) training course which is available face-to-face and online. There is also other professional learning through the [Standards and Integrity Directorate](#).

**Important links:**

[Standards and Integrity Directorate - professional learning](#)

[Public Sector Management Act 1994](#)

[Western Australia Public Sector Code of Ethics](#)

**15. Workers' compensation**

Workers' compensation provides assistance to employees injured in the course of their work. Weekly payments cover loss of earning capacity, payment of medical expenses and rehabilitation expenses to assist in the return to work.

[Workers' compensation officers](#) manage claims for employees in each education region.

For further information regarding workers' compensation contact the [Employee Support Bureau](#) on telephone 9264 8642 or 9264 8654.

**Important link:**

[Workers' Compensation and Injury Management Act 1981](#)

## Section 4: Professional development

There is a wide range of career opportunities and supported professional learning available to interested AIEOs, including:

- online and school-based induction on commencement of employment
- school-based and region-based professional learning
- professional learning through the Institute for Professional Learning
- certificate qualifications at training institutions
- teaching qualification at universities
- networking with colleagues in other schools, school networks and regions.

### 1. Aboriginal professional learning program

This program supports AIEOs to achieve certificate qualifications from training institutions. It develops the skills and competencies of AIEOs to support teaching and learning programs in schools. It also provides opportunities for AIEOs to access alternative entry pathways leading to teaching qualifications.

The program supports AIEOs to achieve formal qualifications in the following areas:

- Certificate I and II in General Education for Adults
- Certificate III and IV in Education Support
- Bachelor of Education.

#### 1.1 Enrolling in a certificate course

To find out more about certificate courses, when to enrol and if courses are available part-time or externally, AIEOs can contact local training institutions directly or the Regional Consultant, Aboriginal Education in their region.

#### 1.2 Fees

Schools pay course tuition and resource fees on receipt of invoices from training institutions. Principals are required to verify enrolments and pay invoiced fees. Costs are reimbursed to schools.

#### 1.3 Study leave

Please refer to page 18.

#### 1.4 Further studies

AIEOs who have completed Certificate IV courses may undertake further studies towards teaching qualifications.

#### 1.5 Teaching studies

Support is provided to AIEOs undertaking studies towards teaching qualifications, including:

- relief to schools for practicum release
- salary maintenance for block study and practicum
- travel costs for two return trips for a five week practicum or three return trips for a 10 week practicum (where practicum is required to be undertaken more than 50 kilometres from the place of employment).

Costs are paid by principals and reimbursed to the school.

For further information about professional learning for AIEOs, contact the Aboriginal and Torres Strait Islander Employment and Career Development Consultant, Workforce Policy and Coordination on 9264 8910 or your Regional Consultant, Aboriginal Education.

### **Important links**

#### **Department of Education**

Institute for Professional Learning

W: [education.wa.edu.au/professionallearning](http://education.wa.edu.au/professionallearning)

Teaching as a career

W: [education.wa.edu.au/careers](http://education.wa.edu.au/careers)

#### **Western Australian training institutions**

Central Institute of Technology

W: [central.wa.edu.au](http://central.wa.edu.au)

Challenger Institute of Technology

W: [challenger.wa.edu.au](http://challenger.wa.edu.au)

C.Y.O'Connor Institute

W: [cyoc.wa.edu.au](http://cyoc.wa.edu.au)

Durack Institute of Technology

W: [durack.edu.au](http://durack.edu.au)

Goldfields Institute of Technology

W: [goldfields.wa.edu.au](http://goldfields.wa.edu.au)

Great Southern Institute of Technology

W: [gsinstitute.wa.edu.au](http://gsinstitute.wa.edu.au)

Kimberley Training Institute

W: [kti.wa.edu.au](http://kti.wa.edu.au)

Pilbara Institute

W: [pilbara.wa.edu.au](http://pilbara.wa.edu.au)

Polytechnic West

W: [polytechnic.wa.edu.au](http://polytechnic.wa.edu.au)

South West Institute of Technology

W: [swit.wa.edu.au](http://swit.wa.edu.au)

West Coast Institute of Training

W: [westcoasttafe.wa.edu.au](http://westcoasttafe.wa.edu.au)

#### **Western Australian universities**

Curtin University of Technology

W: [curtin.edu.au](http://curtin.edu.au)

Centre for Aboriginal Studies

W: [karda.curtin.edu.au](http://karda.curtin.edu.au)

Edith Cowan University

W: [ecu.edu.au](http://ecu.edu.au)

Kurongkurl Katitjin, Centre for Indigenous Education and Research

W: [ecu.edu.au/schools/kurongkurl-katitjin](http://ecu.edu.au/schools/kurongkurl-katitjin)

Murdoch University

W: [murdoch.edu.au](http://murdoch.edu.au)

Kulbardi Aboriginal Centre

W: [kulbardi.murdoch.edu.au](http://kulbardi.murdoch.edu.au)

The University of Notre Dame Australia

W: [nd.edu.au](http://nd.edu.au)

Nulungu Research Institute

W: [nd.edu.au/research/nulungu](http://nd.edu.au/research/nulungu)

University of Western Australia

W: [uwa.edu.au](http://uwa.edu.au)



## Section 5: Roles of school staff in relation to AIEOs

### 1. Role of the principal

The principal has overall responsibility for leading and implementing culturally inclusive learning programs in the school.

#### 1.1 Clarifying the AIEO's role

The AIEO's role and work schedule is planned by the principal in consultation with the AIEO. Factors to be considered include: the job description form (JDF); needs of students and the school; classroom role; community and culture; and skills and interests of the AIEO.

#### 1.2 Facilitating induction on commencement

The principal (or delegate) is responsible for induction of a new AIEO into the role when they start employment. The AIEO must participate in induction (online and school-based) when they start employment. For further information about induction, contact the business manager or registrar.

#### 1.3 Identifying training needs

The principal has a role in identifying professional learning and career development opportunities for the AIEO, and encouraging and supporting the AIEO to participate in them.

Funding and support for the AIEO is available through the Aboriginal professional learning program to undertake certificate qualifications from a training institutions or transition to a teaching degree.

#### 1.4 Providing support and mentoring

The principal may allocate a mentor from the school or school network to support a newly appointed AIEO. The Regional Consultants, Aboriginal Education can provide assistance to the principal to access mentors.

#### 1.5 Managing performance

At induction, the AIEO is to be informed of the employee performance process and an annual regular [performance management cycle](#) must be established.

The employee performance process is essential for:

- understanding the role and responsibilities
- reflecting on and self assessing performance in the delivery of the position's requirements
- providing evidence of performance in relation to job requirements and school priorities
- striving to continuously improve performance
- considering professional learning relevant to the role and career aspirations
- asking for feedback.

#### 1.6 Providing resources

Depending on the role and duties of the AIEO, the principal should consider providing resources that include:

- access to meeting room/office for privacy when interviews and liaison meetings are held at school
- work/office space and a place to store resources
- access to a telephone for parent and community contact

- access to a computer for reporting, communicating with some parents and community members, and liaising with external agencies
- a budget, particularly when planning and conducting whole-school cultural events such as NAIDOC Week activities.

## **2. Role of the teacher**

### **2.1 Collaborating to achieve classroom outcomes**

The relationship between teachers and the AIEO plays an important part in the success of many Aboriginal students at school. Responsibility for improving educational outcomes for students is a shared one.

To build an inclusive curriculum and collaborate effectively with the AIEO, the teacher needs to:

- have a sound understanding of the role of the AIEO and the duties they can perform
- set aside time to collaboratively plan programs and clarify with the AIEO their role in working with students.

### **2.2 Teaching programs and lesson planning**

The teacher is responsible for the overall teaching and learning program. The AIEO can contribute to planning and assist with delivering lessons.

The teacher should discuss the teaching program with the AIEO to ensure they have an understanding of the overall planning of lessons and how they can contribute to assisting students to achieve planned outcomes.

The AIEO informs the teacher of cultural sensitivities and community expectations for Aboriginal students' learning. The AIEO can also contribute to Aboriginal cultural studies programs.

### **2.3 Professional learning**

The teacher may identify skills that the AIEO needs to assist with activities conducted as part of class routine and implement training sessions, or identify professional learning for the AIEO in these areas.

## Section 6: Aboriginal languages' teaching

Aboriginal languages may be taught in schools to students as part of the Languages learning area. For Aboriginal students, Aboriginal languages are fundamental to strengthening identity and self-esteem. For non-Aboriginal students, they provide a focus for development of cultural understanding and reconciliation.

### 1. Training

The Department provides an in-school training course for Aboriginal staff, who are speakers of an Aboriginal language. The course incorporates language revival and maintenance strategies, language teaching methods and current resources for the teaching of Aboriginal languages.

At the completion of the course, participants will have developed a high degree of knowledge and practice in Aboriginal language teaching to enable them to:

- plan, implement and assess a language program across Years K – 10 as part of the school's Aboriginal language program
- develop oral, visual and written language resources using a range of technology
- design a range of age-appropriate learning and assessment tasks.

#### 1.1 Eligibility

Aboriginal staff and Aboriginal community members with an acceptable level of oral Aboriginal language are eligible for this course.

AIEOs interested in training as Aboriginal Languages' teachers should contact the Aboriginal Languages curriculum team on 9192 0811 or 9402 6261.

#### 1.2 Course information and requirements

The three- year Aboriginal Languages course includes:

- an in-school training course conducted by the Aboriginal Languages curriculum team
- teaching an Aboriginal Language.

It is a practical course and participants are assessed on their teaching knowledge, practice, engagement and their language proficiency.

Participants are supported throughout the course by Aboriginal Language curriculum officers.

Participants must:

- teach at least one language class each week for the duration of the course, applying skills and using materials developed during the course. This practical application forms the basis of course assessment requirements
- attend four study blocks and complete all assessment requirements

Participants may negotiate additional time to continue developing their skills.

### 2. Registering as an Aboriginal languages' teacher

On successful completion of the course, schools apply to the [Teacher Registration Board of Western Australia](#) for Limited Registration for Aboriginal Languages' teachers. Once Limited Registration is completed, the Aboriginal Languages' teacher may be appointed and paid under the *Teachers (Public Sector Primary and Secondary Education) Award 1993* at level 1 step 6.

## Section 7: Contacts and resources

### 1. Contacts

#### Regional Consultants Aboriginal Education

Consultants are located in each region and can be contacted at the [educational regional offices](#).

#### Aboriginal Employment and Career Development

An Aboriginal and Torres Strait Islander Employment and Career Development Consultant, in Workforce Policy and Coordination, supports Aboriginal employees and schools.

E: [equity@education.wa.edu.au](mailto:equity@education.wa.edu.au)

T: 9264 8910

#### Institute for Professional Learning

The Institute coordinates professional learning for all school staff, including cultural awareness training programs and courses for supporting Aboriginal students.

W: [education.wa.edu.au/professionallearning](http://education.wa.edu.au/professionallearning)

### 2. Resources

#### 2.1 Human Resource Management Information System (HRMIS)

Employees are able to log in to HRMIS to view and/or update their personal information. This is known as 'self-service'.

HRMIS self-service enables every employee to:

- change name
- change address
- update telephone details
- update email details
- update emergency contact details
- print and view current and previous payslips
- view and request leave balances and view approved leave
- add bank account details for direct debits arrangements
- add direct debit deductions.

HRMIS is available at all times except week nights from 12.00am to 4.00am and during periods of maintenance which occur every Thursday between 7.00pm and 4.00am the next morning.

1. To [log in to HRMIS](#) enter **User ID** and **Password** and click on the login button.
2. User ID is capital E followed by a seven digit ID number. A user ID is allocated to an employee on commencement with the Department.
3. Employees are prompted to change their password every 30 days.

Further assistance:

E: [Customer.Service.Centre@education.wa.edu.au](mailto:Customer.Service.Centre@education.wa.edu.au)

T: 9264 5555 (metropolitan) or 1800 012 828 (regional)

## **2.2 Using HRMIS to make travel and motor vehicle allowance claims**

The HRMIS website provides travel and motor vehicle allowance help cards that provide step-by-step instructions on how to log travel and motor vehicle claims through [HRMIS](#).

HRMIS also provides a HRMIS self service handbook with information such as:

- how a leave entitlement is calculated
- how to read a payslip.

Corporate Business Services website

[intranet.det.wa.edu.au/intranet/etssc/detcms/portal](http://intranet.det.wa.edu.au/intranet/etssc/detcms/portal)

## Section 8: Employment checklist

This checklist assists AIEOs to ensure all necessary administrative tasks associated with starting work with the Department have been completed. Some or all of the following tasks may apply. Ask the business manager/registrar if they apply.

### Forms

- I have signed my contract and commencement forms.
- I have provided my tax file number and bank account details.
- I have completed all Criminal History Screening procedures including a Working with Children Check.
- I have completed the Verification of Aboriginal/Torres Strait Islander Heritage form ( if required).
- I have completed the Choice of Superannuation form.
- I have received a copy of my Job Description Form.
- I have received a staff identification (ID) number.
- I have received a school identification badge/name tag.
- I have checked HRMIS to ensure that my personal details are correct (including name, address and bank details).
- I have completed diversity information in HRMIS.

### Employment

- A start date has been set.
- I have been advised of my hours of work (including lunch and other breaks).
- I have been advised when staff meetings are held.
- I have been advised about my salary (including the next pay date and how to check payslips online).
- I have been advised of personal leave entitlements.
- I know who my line manager is.
- I have a desk/office space, telephone and computer access.

### Induction

- I have met all staff in the school in which I work.
- I have been shown around the school and its facilities.
- I have a copy of the school handbook/school planning documents/most recent newsletters and other relevant school information.
- I have completed the *Employee Induction* online.
- I have completed the [Accountable and Ethical Decision Making](#) online course.
- I have completed the [Child Protection Online](#) course.

### Role

- I have been advised of my key tasks by the principal.
- I have a timetable of classes with whom I am working.
- A schedule and plan for my first week has been developed.

If you have not ticked any of the above, please contact the principal for assistance.

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