

ABORIGINAL LITERACY STRATEGY — IMPLEMENTATION ISSUES

6345. Hon Shelley Archer to the Minister for Local Government representing the Minister for Education and Training

- (1) Who were the main teachers and consultants who put together the Aboriginal Literacy Strategy?
- (2) Who have been the top officers in charge of implementing the Aboriginal Literacy Strategy and have any of these top officers left during the implementation of the Aboriginal Literacy Strategy program?
- (3) Who has been in charge of the Aboriginal Literacy Strategy since its commencement?
- (4) What major changes have been made to the Aboriginal Literacy Strategy since it commenced?

Hon LJILJANNA RAVLICH replied:

- (1) Executive Director Curriculum
Executive Director Aboriginal Education
Director Curriculum
Manager Literacy and Numeracy
- (2) Executive Director School Support Programs (formally Executive Director Curriculum)
Director Standards and Moderation (formally Director of Curriculum)
Manager Team 1, Standards and Moderation (formally Manager Literacy and Numeracy)
Project Manager, Aboriginal Literacy Strategy
Since the inception of the strategy in 2005 there have been several changes in officers holding the above positions.
- (3) Executive Director School Support Programs (formally Executive Director Curriculum)
Director Standards and Moderation (formally Director of Curriculum)
Manager Team 1, Standards and Moderation (formally manager Literacy and Numeracy)
Project Manager, Aboriginal Literacy Strategy
- (4) Major changes include
 - introduction of a two-way approach to teaching and learning;
 - inclusion of the ESL/ESD Progress Map for monitoring and assessing students acquisition of Standard Australian English;
 - development and implementation of a Leadership Strategy;
 - inclusion of the IBM KidSmart computers for students from Years K-3;
 - review and adaptation of the professional development plan;
 - the trial of an integrated ALS and Curriculum Council's EALD course study program;
 - development of a specific literacy session for secondary cohorts; and
 - trialling of alternative support models for schools.