# Community-led Nominated cultural authority or Community member and school partnership agreement

Partnership agreement between

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|  |

and

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Purpose

For students to have their cultural knowledge and learning recognised in their SACE, positive working relationships need to exist between Aboriginal cultural authorities and schools.

The following partnership agreement between [xxxxxxxxxx] and [xxxxxxxxxx] aims to support a positive connection and shared understanding to enable student/s to have the Aboriginal cultural learning they already participate in with community recognised as part of their SACE certificate.

The process is an opportunity for cultural authorities or community members and schools to clarify student cultural learning and determine how credits should be awarded.

The student will nominate which cultural authority or community member will oversee and verify their learning.

The following **4 principles** should be enacted when working through your partnership agreement:

* **Students are co-agents of their learning.** They are included and understand why they are receiving recognition.
* **Aboriginal ways of teaching and learning are privileged**. Educators are not assessing the learning, this process is to develop shared understanding and provide confidence and clarity that the standard of learning has been met (Ongoing leadership/authority/responsibility).
* **Cultural authorities understand SACE/NTCET** and how they are supporting the verification of students cultural learning.
* **Local context is applied.** Communities determine what learning they want recognised.

Completed Community-led Partnership agreements must be signed by both a nominated cultural authority or a nominated community member and the school Principal or their delegate.

Contribution to SACE

Students who successfully meet the Community Led program standards will be awarded stage 2, 20 credits toward their SACE (status granted).

Clarifying criteria

The following criteria are required to be worked through together. Evidence of conversation in the form of notes should be provided by the principal or their delegate.

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| Criteria | Indicators | Evidence (notes, recording) |
| Relationships and roles | Names of people involved in conversation.  Everyone confirms how they know the student/s.  All parties understand their own and each others role in verifying learning. |  |
| Shared understanding | All parties understand how this contributes to the students SACE.  Everyone understands the learning being recognised, that it is Community-led Aboriginal cultural learning.  Everyone understands the Community-led framework recognition areas (ongoing Leadership, Authority or Responsibility) |  |
| Local context or other considerations | We encourage communities and schools to apply local/cultural context to their agreements. Is there anything else either party would like to add? Please record details. |  |

**Cultural Authority or Community Member**: As nominated by student and or their family

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| Signed: | |  |
| Date: |  | |

**Principal or Principals' delegate:** On behalf of school

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| Signed: |  |
| Date: |  |

Data sovereignty

The SACE Board aims to respect Aboriginal peoples and communities’ rights when using their data and information, and recognise the right of Aboriginal people to control or access data that belongs to them. The SACE Board continues to work in allyship with Aboriginal people and communities to further develop and maintain data governance practices. If you have questions regarding data sovereignty, or to make a data request please contact SACE Board on 1300 322 920.