

ROLES AND RESPONSIBILITIES – WHO WILL DO WHAT

Staff members across all organisations will be responsible for different aspects of the program. Key roles and their alignment with the objectives are below:

Gija Elders: Rusty Peters, Mabel Juli, Phyllis Thomas, Betty Carrington, Patrick Mung Mung, Beryline Mung, Shirley Purdie, Shirley Drill, Eileen Bray, Mary Thomas, Lena Nyadbi, Peggy Patrick, Gordon Barney

Program Coordinator: to be recruited

Schools: Principals, Gija staff, classroom teachers,

Warmun Community Inc.: Gija staff of Wanyanyakem Taam, Aged Care and WYP, Warmun CEO

Consultant linguists: Anna Crane, Frances Kofod

| | <i>Consistency, Visibility & Sustainability</i> | <i>Successful Teaching & Learning</i> | <i>Effective Resources</i> |
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| Gija Elders | | lead sessions at schools and Aged Care consult on curriculum and course content and all aspects of cultural knowledge lead bush trips and mentor younger Gija adults in language and culture | provide language expertise for the creation of accurate texts and translations interpret historical materials and ensure any resources are culturally appropriate |
| Gija adults | assist elders to travel to and lead learning sessions and bush trips with Program Coordinator and Classroom Teachers, plan and organise bush trips | carry on learning from elders in additional classroom sessions contribute cultural and language knowledge to developing curriculum, course content and resources plan units of work and lessons with classroom teachers and Program Coordinator | assist the exploration of digital apps consult widely in the community on features and design that would suit the needs of Gija learners assist in the making of new resources |

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| Program Coordinator | <p>consult with elders to facilitate their leadership and participation</p> <p>source and acquits funding and engages in long term planning</p> <p>maintain communication between organisations in Warmun and Frog Hollow with funding bodies and partners</p> <p>maintain presence on social media and promoting the program</p> <p>keep records, and undertaken documentation and evaluation</p> | <p>organise training opportunities for Gija adults and support planning and consultation processes</p> <p>assist with logistics of professional development planning sessions including travel</p> | <p>attract partnership to undertake development of digital app</p> <p>consult with elders and Gija adults to establish the archive and ensure data is protected from loss</p> <p>facilitate Gija people's access to existing material</p> |
| School Principals | <p>oversee Gija staff in their respective organisations</p> <p>engage in long-term planning</p> <p>administer any grants received</p> <p>report to Ground Up on expenditure</p> | <p>facilitate staff's participation in intensive planning days</p> <p>allocate adequate time to Gija sessions and activities</p> | |
| Ground Up | <p>facilitate evaluation processes and reporting</p> <p>with school principals, directors oversee Coordinator position including recruitment</p> | | |

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| <i>Classroom Teachers</i> | | <p>assist with school based curriculum development and assessment</p> <p>contribute pedagogical ideas and information for strong informed planning</p> <p>undertake risk assessments for bush trips with Coordinator</p> <p>facilitate the integration of Gija into other curriculum areas</p> | <p>contribute pedagogical ideas and information for informed planning of digital app and archive</p> |
| <i>Linguist consultants</i> | | <p>provide intensive linguistics training to Gija staff</p> <p>work with elders and Gija staff to plan curriculum and units of work</p> <p>provide advice and resources for curriculum planning processes.</p> | <p>make existing audio, video and written Gija materials available and accessible to community members</p> <p>help investigate options for educational apps and platforms</p> <p>contribute relevant texts and data in Gija for resources including English translations</p> |