Planning and evaluation guide

The planning and evaluation guide is a tool that school communities can use to evaluate how well their school is working towards achieving a racism-free environment and to identify areas where strategies need to be developed to counter racism.

The guide describes the developmental stages of a school working towards achieving an environment free from racism. It may be used by school communities, individual groups or as well as by education systems.

Five levels of achievement within each of the areas for action are provided. Level 1 describes a school at the beginning stages of developing programs to counter racism. While Level 5 describes a school implementing successful counter racism initiatives. The levels are cumulative, with each level including statements made at previous levels, eg, a Level 3 description incorporates statements made at Levels 1 and 2 and so on.

Descriptions for each level of achievement and examples which show the scope of each of the areas for action are provided in the guide. A planning and evaluation proforma is also provided for use by schools.

### AREAS FOR ACTION

<table>
<thead>
<tr>
<th>Policies and guidelines</th>
<th>Curriculum and pedagogy</th>
<th>Training and development</th>
<th>Student support and development</th>
<th>Parent and community involvement</th>
<th>Monitoring and reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All policies and guidelines are culturally inclusive, support a learning environment free of racism and are used to inform planning, implementation, reporting and evaluation processes.</td>
<td>Curriculum and teaching practice addresses the dynamics and dimensions of racism to achieve a learned environment of racism. They enable students to achieve their best educational outcomes.</td>
<td>Training and development programs equip the school community with the knowledge and skills needed to contribute towards a racism-free society and to participate effectively in a culturally and linguistically diverse society.</td>
<td>The participation of parents and community members from all cultural and linguistic backgrounds in all aspects of school life enhances student learning outcomes and nurtures a learning and working environment free of racism.</td>
<td>Information on student performance and data on the incidence of racism are fully used to inform planning, delivery and the development of strategies to counter racism and minimise student learning outcomes.</td>
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<td>4</td>
<td>Responsibilities for implementing policies which aim to counter racism are clearly identified. Staff, students and parents are aware of these policies and associated complaint mechanisms and are supported in using them</td>
<td>Curriculum and teaching practice incorporates strategies to counter racism and meet the particular learning needs of students from culturally and linguistically diverse backgrounds.</td>
<td>Training and development programs that incorporate whole-school approaches to counter racism are addressed by all staff. Programs focus on teachers and support students with difficulties in developing the skills to contribute to a culturally and linguistically diverse community.</td>
<td>Programs provide opportunities for student and parent representatives to contribute to the school community. Programs are developed with input from students and student representatives.</td>
<td>Programs are developed with input from parents and students from culturally and linguistically diverse backgrounds.</td>
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<tr>
<td>3</td>
<td>Policies and guidelines are non-discretionary and provide for address racism are implemented within whole school community.</td>
<td>Curriculum includes programs to develop students' understanding of racism and the cultural and linguistic diversity of the community.</td>
<td>Training and development programs in which students develop skills in dealing with racism are provided. Programs focus on teaching strategies that focus on student and parent representatives.</td>
<td>Programs provide opportunities for student and parent representatives to contribute to the school community. Programs are developed with input from students and student representatives.</td>
<td>Programs are developed with input from parents and students from culturally and linguistically diverse backgrounds.</td>
</tr>
<tr>
<td>2</td>
<td>Policies to counter racism and associated complaint mechanisms exist but are not used effectively to address racism.</td>
<td>Curriculum includes the perspectives and experiences of Australia's diverse cultural and linguistic communities, teachers and students have some awareness of the diversity of student learning needs.</td>
<td>Training and development programs in which students develop skills in dealing with racism are provided. Programs focus on teaching strategies that focus on student and parent representatives.</td>
<td>Programs provide opportunities for student and parent representatives to contribute to the school community. Programs are developed with input from students and student representatives.</td>
<td>Programs are developed with input from parents and students from culturally and linguistically diverse backgrounds.</td>
</tr>
<tr>
<td>1</td>
<td>Policies that support Aboriginal education and education for a culturally diverse society exist but are not used effectively to address racism.</td>
<td>Curriculum materials which include information about the cultural and linguistic diversity of Australia are available. Students are aware of the diversity of student learning needs.</td>
<td>Training and development programs relating to Aboriginal education and education for a culturally diverse society are available and accessed by students.</td>
<td>Programs provide opportunities for student and parent representatives to contribute to the school community. Programs are developed with input from students and student representatives.</td>
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### LEVELS OF ACHIEVEMENT

1. **Aboriginal education policy**
2. **Aboriginal education policy**
3. **Aboriginal education policy**
4. **Aboriginal education policy**
5. **Aboriginal education policy**

### How to use the planning and evaluation guide

1. Read carefully the description provided at each level for the six areas for action.
2. For each of the areas for action, determine which level of achievement best describes your school's environment, e.g., Level 2 for policies and guidelines, Level 3 for curriculum and pedagogy and so on.
3. Plan and develop strategies to counter racism based on this assessment using the planning and evaluation proforma. Note that while schools will need to be working across all six areas for action, it is acknowledged that greater emphasis may be given to some areas for action than others at particular stages in the process.
4. After implementation, re-assess the school environment using the planning and evaluation guide.

### EXAMINES

- **Aboriginal education policy**
- **Aboriginal education policy**
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### ACKNOWLEDGMENTS

- **Aboriginal education policy**
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