The NSW Department of Education and Training values the skills, experience and knowledge of Aboriginal people and is committed to improving employment, education, participation and lifelong learning opportunities for Aboriginal people and communities.

Through the Aboriginal Human Resource Development Plan 2006 – 2008, the Department aims to achieve increased participation and retention of Aboriginal staff in its workforce and thereby help to improve the outcomes for Aboriginal students.

The Aboriginal Human Resource Development Plan 2006 – 2008 is a component of the Strategic Human Resources Plan 2006-2008 and is linked to other departmental and government plans which have a strong focus on support for Aboriginal people. These include the Department’s Corporate Plan 2006 – 2008, in particular the Corporate Goal - to value our staff and provide a working environment that acknowledges their contribution and builds capacity, our NSW Aboriginal Education and Training Strategy and our EEO Management Plan 2005 – 2008.

In addition, education is a key component of the NSW Government’s Two Ways Together: the NSW Aboriginal Affairs Plan 2003 – 2012.

The Aboriginal Human Resource Development Plan 2006 – 2008 is focused on recruitment, participation, professional learning and network support strategies along with promotion and communication initiatives. These are broadly defined to give schools, regions, State Office Directorates and TAFE NSW Institutes the scope to tailor their implementation in consultation with Aboriginal staff and local Aboriginal communities.

The message from the Aboriginal Education Review is Aboriginal Education and Training is Everybody’s Core Business – it is expected that each area of the Department will further develop the strategies in the Plan into action plans.

Outcomes and program initiatives resulting from the implementation of these strategies will be reviewed annually to assess their effectiveness and progress towards targets. Principals, Regional Directors, State Office Directors and TAFE Institute Directors will be required to report annually on outcomes against each action plan. A summary of these achievements will be included in the Department’s Annual Report. Detailed information will be included in the Department’s EEO Annual Report. Progress will also be monitored and reported through the Director-General’s Aboriginal Education and Training Advisory Group.

The success of these strategies depends on the active commitment and support of all staff at all levels in the Department.

Andrew Cappie-Wood
DIRECTOR-GENERAL OF EDUCATION AND TRAINING
MANAGING DIRECTOR OF TAFE NSW
### Strategies

- Develop and implement initiatives to attract and support potential employment applicants to the Department including:
  - implementing a mentor program for Aboriginal school students in Years 9 -12 and in TAFE NSW to retain students to enter undergraduate studies
  - providing work experience opportunities for Aboriginal students for non teaching positions in schools, regional and state offices and TAFE Institutes
  - encouraging TAFE NSW and universities to provide a range of flexible and culturally appropriate pathways to further education and training for Aboriginal students
  - working with universities to improve preservice training courses to better support Aboriginal students
  - working with universities to promote recruitment initiatives for Aboriginal graduates
  - continuing to provide teacher education scholarships for Aboriginal people
  - encouraging Aboriginal teachers to undertake specialist teaching and non teaching roles
  - encouraging and supporting Aboriginal staff to return to employment with the Department
  - providing short term work training schemes and traineeships for non teaching positions
  - identifying positions for Aboriginal people at all levels in the Department
  - conducting workshops for Aboriginal people to develop skills to respond to the Department’s advertised vacancies
  - encouraging involvement with AECG in Aboriginal community initiatives to build capacity

- Provide equity and diversity training for staff who are involved in recruitment processes for Aboriginal staff

- Ensure involvement of AECG or local Aboriginal community members in selection processes for Aboriginal staff

- In consultation with AECG and key Aboriginal staff, conduct a review of human resource policies and procedures to support the strategies of the AHRD Plan

- Encourage participation of Aboriginal staff in the Department’s decision making processes

- Encourage participation of Aboriginal students, through the appropriate forums, in the Department’s decision making processes

- Include clear statements regarding the implementation of the AHRD Plan in performance agreements for all senior staff

- Include the statement “Aboriginal people are encouraged to apply for this position” in all advertised vacancies in the Department

### Outcomes

- Improved number of Aboriginal teachers recruited and retained by the Department
- Improved number of Aboriginal staff employed in a broad range of positions across all areas of the Department
- Improved Aboriginal student attendance, participation and retention rates leading to improved literacy and numeracy learning outcomes
- Improved Aboriginal community capacity
- Enhanced participation of AECG or local Aboriginal community members on relevant selection panels
- Supportive workplace culture that recognises and values the diversity in its workforce
- Human resource policies and procedures comply with strategies of the AHRD Plan
- Performance agreements of all senior staff incorporate the AHRD Plan accountabilities

### Indicators

- Sustainable increase in the number of Aboriginal students who apply for, are awarded and accept apprenticeships and traineeships
- Sustainable increase in the number of Aboriginal people who apply for, are awarded and accept a teacher education scholarship and make the transition into teaching positions
- Proportion of Aboriginal students completing year 12 and undertaking further education and training
- Number of Aboriginal people on relevant selection panels
- Number of Aboriginal staff in the Department’s workforce
- Performance agreement process for all senior officers enhances inclusiveness in the workplace for Aboriginal staff

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- Number of Aboriginal people on relevant selection panels
- Number of Aboriginal staff in the Department’s workforce
- Performance agreement process for all senior officers enhances inclusiveness in the workplace for Aboriginal staff
### Strategies

- Promote and implement induction programs and workshops for newly appointed Aboriginal teachers and non-teaching Aboriginal staff.
- Conduct personalised career development planning for Aboriginal staff, including addressing training and professional development needs, to support the career progression of the individual staff and the needs of the Department.
- Provide opportunities such as higher duties, rotation and secondments, ‘stretch’ projects and work shadowing for Aboriginal staff as part of personalised career development planning.
- Create opportunities and support for Aboriginal staff to be employed at senior management and leadership positions through programs as outlined in strategy 5.1.3 of the EEO Management Plan 2005-08. These include Executive Management Program, School Leadership Development Program, VET Managers for the Future, Management Development Program for Aboriginal people and Frontline Management.
- Promote and implement retention strategies involving other Aboriginal staff through support initiatives such as:
  - Mentoring for
    - Aboriginal teacher education scholarship holders
    - newly appointed Aboriginal teachers
    - newly appointed Aboriginal principals and executive staff in schools
    - Aboriginal non-teaching staff
  - Networking and collegial support for all Aboriginal staff across the Department.
- Establish programs and pathways to support Aboriginal people aspiring to jobs in areas of staff shortages.

### Outcomes

- Improved number of Aboriginal staff participate in management and leadership development programs.
- Improved skills and qualification levels of Aboriginal staff.
- Improved access to needs-based training, networking and collegial support that contributes to improved retention of Aboriginal staff.
- Improved retention of Aboriginal staff.
- Skilled Aboriginal staff who demonstrate commitment to improved outcomes for Aboriginal students.
- Enhanced representation of Aboriginal staff across salary levels and in all areas of the Department.

### Indicators

- Proportion of Aboriginal staff who participate in professional development programs.
- Satisfaction with the quality and the mode of delivery of professional development activities for Aboriginal staff.
- Growth in professional learning for Aboriginal staff.
- Growth in network support for Aboriginal staff.
- Proportion of Aboriginal staff in senior management and leadership positions.
# 3. Promotion and Communication

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Outcomes</th>
<th>Indicators</th>
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</thead>
<tbody>
<tr>
<td>- Develop information resources and a dedicated website to promote teaching and other career opportunities for Aboriginal people in the Department</td>
<td>- AECG, Aboriginal community members and potential job seekers are aware of the support and employment opportunities that are available in the Department</td>
<td>- Utilisation rates of online resources and facilities</td>
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<tr>
<td>- Conduct regular visits to schools, TAFE Institutes, universities and Aboriginal cultural events to promote teaching as a career and other career opportunities in the Department to Aboriginal people</td>
<td>- AHRD Plan, along with guidelines and reporting documents, is promoted to all staff through the Department’s website</td>
<td>- Increased staff awareness of promotional programs and packages in relation to the AHRD Plan</td>
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<td>- Utilise the skills and knowledge of Aboriginal staff to improve the quality of customer service provided to Aboriginal people who contact the Department</td>
<td>- Improved communication and understanding between Aboriginal and non Aboriginal staff</td>
<td>- Number of visits to sites and promotional events</td>
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<td>- Utilise the skills and knowledge of Aboriginal staff in informal settings to facilitate staff understanding of Aboriginal culture</td>
<td>- Improved understanding of Aboriginal culture</td>
<td>- Responses from Aboriginal staff to customer service satisfaction surveys</td>
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<td>- Make Aboriginal cultural education available to all staff</td>
<td>- All Departmental employees are aware of and comply with the AHRD Plan</td>
<td>- Number of staff who have undertaken Aboriginal cultural education</td>
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<td>- Promote the AHRD Plan across the Department to gain commitment from all work areas</td>
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<td>- AHRD strategies incorporated into state, regional and local level operations</td>
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<td>- Promote the AHRD Plan to all key stakeholders and to the broader community</td>
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<td>- Positive feedback from work areas on AHRD accountability arrangements</td>
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<td>- Provide contact details to all work areas for information and advice regarding implementation of the AHRD Plan</td>
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<td>- Develop and distribute supporting documents including an AHRD guide and key performance measurement proforma to assist with implementation of the AHRD Plan</td>
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<td>- Ensure innovative Aboriginal human resource development strategies within the AHRD Plan are based on sound information sources, strategic research and evaluation and analytical reports.</td>
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