Aboriginal Human Resource Development Plan 2006 - 2008
Implementation guide
## Contents

The Aboriginal Human Resource Development Plan 2006-2008  
Linking to other DET strategic plans  
Ongoing consultation and reappraisal  
Measuring our progress - reporting and evaluating  
Guiding and complementing local plans  
Making it happen – a checklist  
**Building on our successes**  
Stories about achievements of Aboriginal students, teachers, other DET employees and communities  
**Implementation guide**  
Focus area: Recruitment and participation  
Focus area: Professional learning and network support  
Focus area: Promotion and communication  
**Resources**  
Definition of Aboriginality  
Relevant legislation  
DET resources  
NSW AECG Inc  
‘Making It Our Business’ - resource guide

*Acknowledgements: photograph of young boy on front cover courtesy of Nicole Foreshew.*

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 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

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. Involving Aboriginal staff and Aboriginal communities is pivotal to the cultural and educational transformation envisaged in the Aboriginal Education Review.

Through the Aboriginal Human Resource Development Plan 2006 – 2008, the Department aims to increase Aboriginal employment and build the skills and capability of current Aboriginal employees. The Plan supports a stronger understanding of Aboriginal peoples and cultures across the organisation, thereby helping to improve the outcomes for Aboriginal students.

The Plan encompasses action on fifteen of the Aboriginal Education Review’s recommendations, focusing on recruitment, participation, professional learning and network support strategies for Aboriginal people. Promotional and communication activities will support the implementation across the organisation.

Linking to other DET Strategic Plans
The Aboriginal Human Resource Development Plan 2006 – 2008 is an important part 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, the NSW Aboriginal Education and Training Strategy, and the 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 and the NSW State Plan: A New Direction for NSW.

Ongoing consultation and reappraisal
Broad consultation has played an important role in the design and development of the Aboriginal Human Resource Development Plan. Key groups such as schools, regions, state office directorates and TAFE NSW Institutes have taken the opportunity to contribute as well as the NSW AECG, parent and principal groups, Premier’s Department, Department of Aboriginal Affairs, unions and others.

Consultation will not end with the release of the Plan. Schools, regions, state office directorates and TAFE NSW Institutes, NSW AECG and community members will contribute to the ongoing response to this Plan by developing and implementing their own detailed plans to achieve the important outcomes.

The Plan is intended to be dynamic and key groups will be consulted on progress and emerging challenges. It will be updated regularly.
Measuring our progress - reporting and evaluating

Active commitment and support from all staff at all levels in the Department will ensure the success of the Plan. Outcomes and program initiatives resulting from the implementation of the Plan 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 focus area. A summary of these achievements will be included in the Department’s Annual Report and 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.

Guiding and complementing local plans

Key stakeholders who have been consulted during the development of this Plan suggested many of the strategies. The strategies, timeframes and responsibilities are broadly defined in this implementation guide to allow work areas to tailor the design and implementation of their responses to the Plan in consultation with Aboriginal staff and local Aboriginal communities. Work areas will incorporate within their current action plans initiatives to achieve the intended outcomes of the Plan.

Schools, regions, state office directorates and TAFE NSW Institutes will focus on three areas in implementing the Plan: recruitment and participation, professional learning and network support along with promotion and communication initiatives.

Making it happen – a checklist

Deputy Directors-General, General Managers and Directors are to:

- ensure that the outcomes are included in business planning
- ensure the strategies and achievements are communicated to all employees
- set measurable accountabilities for managers and evaluate progress at regular executive meetings
- set goals for Aboriginal representation.

Managers are to:

- ensure in their organisational unit that initiatives are carried out
- set measurable accountabilities for supervisors within their area of operation
- evaluate progress through regular performance reviews
- appoint Aboriginal staff members to their decision-making committees and involve them in employee consultations
- require respect for diversity from supervisors, staff and contractors in the way they treat Aboriginal staff and customers.
Building on our successes

The strategies suggested in the Aboriginal Human Resource Development Plan 2006 – 2008 will build on initiatives being implemented across the Department. A few of these successful initiatives which support the employment and retention of Aboriginal people are showcased below.

Natalie Husband, a parent involved through literacy and numeracy workshops now employed as an in-class tutor

Like quite a few Aboriginal parents, Natalie Husband was initially hesitant to become involved in classroom activities. Her involvement started through attending literacy and numeracy workshops conducted by Louise Niki, Aboriginal Education Assistant at Ashmont Public School.

These workshops encouraged Aboriginal caregivers from the local community to understand more about their children’s learning. After participating in the workshops, caregivers felt confident to join groups to assist students using programs such as Count Me In Too. As a result, the school now has a number of Aboriginal people taking an important role in the education of students.

Natalie’s confidence grew as she became more familiar with the school environment, teachers and the goals for student learning. During 2006, Natalie has been employed as an in-class tutor. She has been a great role model for the staff and students. Natalie is now considering enrolling in a teacher education program.

For further information about encouraging parent involvement through community capacity building activities, contact the Principal, Ashmont Public School Wagga Wagga on 02 6931 4944.

Kyle Webb, final year teacher education student awarded a scholarship for enhanced training for teaching Aboriginal students

Kyle Webb is one of twenty students recently awarded scholarships supporting the provision of enhanced training for teaching Aboriginal students. Kyle grew up in Goodooga and is living with his young family in Dubbo. Kyle is a keen sportsman; he toured England with the Australian Aboriginal Rugby League side and played for Newcastle Knights juniors. He is passionate about empowering Aboriginal people through education and works hard to be a positive role model influencing attitudes to learning.

Scholarships have been offered to both Aboriginal and non-Aboriginal students at four universities to undertake enhanced training programs in 2007, with appointments to schools in 2008. The enhanced training will include hands-on experience relating to and working with Aboriginal communities particularly in rural NSW and an intensive internship teaching in a school with significant Aboriginal student enrolments.

The Strategic Planning and Workforce Capability unit in the Human Resources Directorate is working closely with universities to provide enhanced training for early childhood and primary teachers focusing on the impact of teacher and student relationships and teacher practices in addressing the needs of Aboriginal learners. A thorough understanding of Aboriginal culture and the issues affecting Aboriginal people within the Australian/NSW education system is required in addition to the community engagement and internship experiences.

For further information about supporting enhanced training for teaching Aboriginal students, contact Carolyn Matthews, Leader Strategic Planning and Workforce Capability, Human Resources Directorate on 02 9561 8284.
Allyson Hynch, Aboriginal teacher supported by orientation workshop, mentoring and regular contact from Aboriginal officers

In 2005 Allyson Hynch began working as a casual teacher in Lightning Ridge before being appointed to Samuel Gilbert Public School. As a newly appointed Aboriginal teacher Allyson was offered a program of support during her first year of teaching which included an orientation program, mentoring and personal contact with Aboriginal officers.

Orientation programs for newly appointed Aboriginal teachers are held in Sydney in Term 1 each year. Teachers attend with their principals or another member of the school executive.
The orientation includes workshops on professional standards for teachers and aspects of curriculum as well as all important time for teachers to exchange tips for managing their first term of teaching. Feedback about the workshop is always very positive.

School executive members participate in a tailored training session utilising the Aboriginal Cultural Education course (a TAFE NSW accredited course comprising two core units and a number of elective units).

In 2007, the orientation program will include time for teachers to meet their mentors and join a training session on mentoring.

For further information about supporting newly appointed Aboriginal teachers and other Aboriginal staff, contact Charlene Davison or Darren Bell, Aboriginal Project Officers in Human Resources Directorate on 02 9561 1210 or 02 9561 8592.

Waylon Boney, Hunter Institute student and member of the Hunter Aboriginal Youth Committee

Waylon Boney is a Gamilaroi/Ngemba man who successfully completed Year 10 at Muswellbrook High School in 2004. During Year 10 Waylon participated in the Ngaaminya Nginduu (To Find You) Aboriginal Youth Suicide Prevention Project delivered by Hunter Institute of TAFE. This project instilled strong cultural identity and self esteem as a means of deterring Aboriginal youth from suicide and self harm.

On completion of this program Waylon transitioned into Aboriginal Mentor Training and has recently become an Executive Member of the newly established Hunter Aboriginal Youth Committee.

As part of this Committee Waylon has enrolled in Aboriginal Committee Training which will enable him to learn how to plan and conduct meetings.

He will also gain an understanding of the roles and responsibilities of Aboriginal Advisory Committee participants in the areas of funding, community consultation and accountability. Waylon is particularly looking forward to finding out about the roles and responsibilities of office bearers and committee members, and how to undertake short and long term committee planning.

Waylon has become a cultural role model for younger Aboriginal people and showcases a greater sense of belonging, resilience and identity.

Hunter Institute will be delivering Aboriginal Committee Training to members of the Hunter Aboriginal Youth Committee in early 2007.

For further information about developing and implementing TAFE initiatives for young Aboriginal students, contact Kate Rose Manager Major Projects on 02 4930 2941.
Irene and Johnathon Smith, Riverina Institute students with Coomealla Outreach Options for Learning

From the award winning program COOL come Irene and Johnathon Smith, both keen artists with natural talent.

The Coomealla Outreach Options for Learning (COOL) program delivered through Riverina Institute of TAFE Coomealla campus is an award winning partnership between TAFE NSW, government agencies, local industry and the community of the Riverina region.

After discussions with the local Council, Police, Health services, Juvenile Justice, DoCS, the Community Action Team (CAT), NSW schools, Centrelink and the Barkindji Elders Committee, it was determined that a program to support Aboriginal youth was a priority.

The plan for change was to find an alternative path for these young people, and create some hope and options for their future.

Irene and Johnathon Smith are currently involved in the Lake Victoria Community Project. The Department of Natural Resources in conjunction with the Lake Victoria Advisory Committee approached the students participating in the COOL program to become a partner in this community project to enhance the facilities at Lake Victoria.

Irene and Johnathon have a strong cultural connection to Lake Victoria and a deep respect and commitment to their Aboriginal heritage.

Irene and Johnathon developed a design for a Murray Cod that was completed in mosaic. Through the design process the team had to research the cultural connections and relevance to Lake Victoria. The selection of colour and depiction of the Cod was a lengthy process incorporating peer and community input.

The finished work is of a high industry standard, a credit to Irene and Johnathon. The completed mosaic will be laid into a walking path leading to an information shelter at Lake Victoria.

Irene and Johnathon are now planning to create a mural that will be placed on the ceiling of the shelter. The mural will portray the Dreamtime story of Eaglehawk and Crow and how Lake Victoria was formed.

The formal and informal community partnerships are constantly building in strength. The COOL program is currently working on a project with Greater Western Area Health Service. The students are illustrating pictures for a project titled “Breast Milk and Good Tucker Makes a healthy Moopa (little Kid)”. For further information about building community partnerships through TAFE Outreach programs, contact Sonia Shea, Aboriginal Development Manager, on 02 6938 1267.
Roy Bligh, R/Aboriginal Community Liaison Officer building partnerships and Aboriginal community capacity

During 2006, for Roy Bligh there was an opportunity to increase his employment as R/Aboriginal Community Liaison Officer in the Bathurst area from one day to full time.

In his current role as full-time R/Aboriginal Community Liaison Officer, Roy is using his leadership skills to build relationships across sectors so that each partner sees the potential of initiatives to support Aboriginal students. Roy is connecting with the Ourimbah Protocol in the Central Coast, establishing dialogue with the local Aboriginal community and seeking support from local industry and government to work in partnership with the Department.

This initiative will enable students at risk to reconnect with community and have access to the knowledge of the original custodians of the land, the elders past and present as they try to make sense of their lives and develop more sustainable lifestyles in this dry continent.

As a proud Kalkadoon man Roy continues to show how dreams can become reality. As a young man in Bourke he dreamt of a community radio station and then he set about making it happen with a group of local partners and today we have 2 WEB FM. Roy transferred to Bathurst with the CES as an Employment Officer in the early 80s and worked to support the establishment of group apprenticeships for youth.

Being awarded the Local Hero Award by the Minister for Aboriginal Affairs was a highlight for Roy as it was recognition from his local community for the work he’s done with the AECG, the Kelso Community Centre, the Regional Council Reference Committee and as a founding member of Towri Aboriginal Corporation. Roy was also awarded the Premier’s Award for Services to Community and State Award for Community Service and Volunteering.

Roy Bligh is a man with the capacity to make a difference.

For further information about employing Aboriginal community members in liaison positions, contact Allan Hall, Quality Teaching Indigenous Engagement Consultant on 02 6883 6364.
Focus area: Recruitment and participation

Intended 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 students’ attendance, participation and retention rates leading to improved literacy and numeracy learning outcomes
- Improved Aboriginal community capacity to contribute to changes in education and training outcomes for Aboriginal students
- 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 Plan
- Performance agreements of all senior officers incorporate the Plan’s accountabilities.

Indicators

- Proportion of Aboriginal students completing year 12 and undertaking further education and training
- 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
- Sustainable increase in the number of Aboriginal staff in the Department’s workforce
- Number of Aboriginal people on relevant selection panels
- Number of Aboriginal people applying for positions within the Department
- Performance agreement process for all senior officers enhances inclusiveness in the workplace for Aboriginal staff.
## Suggested strategies

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<thead>
<tr>
<th>Responsibility</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>General Managers</td>
<td>Operational</td>
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<tr>
<td>Regional Directors</td>
<td>October 2006 – December 2008</td>
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<tr>
<td>Institute Directors</td>
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<tr>
<td>State Office Directors</td>
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</table>

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

| General Managers        | Operational                |
| Regional Directors      | October 2006 – December 2008|
| Institute Directors     |                            |
| State Office Directors  |                            |

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

<p>| General Managers        | Operational                |
| Regional Directors      | October 2006 – December 2008|
| Institute Directors     |                            |
| State Office Directors  |                            |
| NSW AECG President      |                            |</p>
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<tr>
<th>Suggested strategies</th>
<th>Responsibility</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Include the statement “Aboriginal people are encouraged to apply for this position” in all advertised vacancies in the Department</td>
<td>Director, Human Resource Policy and Planning</td>
<td>Operational from April 2007</td>
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<td>General Managers</td>
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<td>State Office Directors</td>
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<tr>
<td>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</td>
<td>Director, Human Resource Policy and Planning</td>
<td>Completed by December 2007</td>
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<td>NSW AECG President</td>
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<tr>
<td>Encourage participation of Aboriginal staff in the Department’s decision making processes</td>
<td>General Manager, Access and Equity Deputy Directors-General</td>
<td>Operational October 2006 – December 2008</td>
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<td>General Managers</td>
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<td>State Office Directors</td>
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<tr>
<td>Encourage participation of Aboriginal students, through the appropriate forums, in the Department’s decision making processes</td>
<td>General Managers</td>
<td>Operational October 2006 – December 2008</td>
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<td></td>
<td>Principals in schools</td>
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<td></td>
<td>Managers in TAFE Institutes</td>
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<tr>
<td>Include clear statements regarding the implementation of the AHRD Plan in performance agreements for all senior officers</td>
<td>Director, Human Resource Policy and Planning</td>
<td>Implemented by July 2007</td>
</tr>
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</table>
Focus area: Professional learning and network support

Intended 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.
<table>
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<tr>
<th>Suggested strategies</th>
<th>Responsibility</th>
<th>Timeframe</th>
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</thead>
</table>
| Promote and implement induction programs and workshops for newly appointed Aboriginal teachers and non teaching Aboriginal staff                                                                                           | Director, Human Resource Policy and Planning  
Director, Aboriginal Education and Training  
Institute Directors                                                                    | Operational  
October 2006 – December 2008                                                                                                                                  |
| Conduct personalised career development planning for Aboriginal staff, including addressing training and professional development needs, to support the career progression of individual staff and the needs of the Department | Director, Human Resource Policy and Planning  
Director, Aboriginal Education and Training  
General Managers  
Regional Directors  
Institute Directors  
State Office Directors                                                                                                                                   | Operational  
November 2006 – December 2008                                                                                                                                |
| Provide opportunities such as higher duties, rotation and secondments, 'stretch' projects and work shadowing for Aboriginal staff as part of personalised career development planning | General Managers  
Regional Directors  
Institute Directors  
State Office Directors                                                                                                                                       | Operational  
October 2006 – December 2008                                                                                                                                |
| 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 | General Managers  
Regional Directors  
Institute Directors  
State Office Directors                                                                                                                                       | Operational  
October 2006 – December 2008                                                                                                                                |
| 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 | General Manager, TAFE Strategy  
Director, Staffing Services  
Director, Human Resource Policy and Planning  
Director, Professional Learning and Leadership Development  
Director, Aboriginal Education and Training  
General Managers  
Regional Directors  
Institute Directors  
State Office Directors                                                                                                                                       | Operational  
October 2006 – December 2008                                                                                                                                |
| Establish programs and pathways to support Aboriginal people aspiring to jobs in areas of staff shortages                                                                                            | Director, Human Resource Policy and Planning  
Institute Directors                                                                                                                                          | Research of programs and pathways by  
July 2007  
Operational  
August 2007– December 2008                                                                                                                                   |
Focus area: Promotion and communication

Intended outcomes

- AECG, Aboriginal community members and potential job seekers are aware of the support and employment opportunities that are available in the Department.
- AHRD Plan, along with guidelines and reporting documents, is promoted to all staff through the Department’s website.
- Improved communication and understanding between Aboriginal and non-Aboriginal staff.
- Improved understanding of Aboriginal culture.
- All Departmental employees are aware of and comply with the AHRD Plan.

Indicators

- Utilisation rates of online resources and facilities.
- Increased staff awareness of promotional programs and packages in relation to the AHRD Plan.
- Activities including visits to sites and events promoting teaching and other career opportunities in the Department to Aboriginal people.
- Responses from Aboriginal staff to customer service satisfaction surveys.
- Number of staff who have undertaken Aboriginal cultural education.
- AHRD strategies incorporated into state, regional and local level operations.
- Positive feedback from work areas on AHRD accountability arrangements.
<table>
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<tr>
<th>Strategies</th>
<th>Responsibility</th>
<th>Timeframes</th>
</tr>
</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>General Manager, TAFE Strategy Director, Staffing Services Director, Human Resource Policy and Planning</td>
<td>Ongoing development and enhancement of resources and website</td>
</tr>
<tr>
<td>Promote teaching and other career opportunities in the Department to Aboriginal people</td>
<td>Director, Staffing Services Director, Human Resource Policy and Planning Regional Directors Institute Directors</td>
<td>Ongoing development of promotional strategies</td>
</tr>
<tr>
<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>Managers in regions, state offices and TAFE Institutes Principals in schools</td>
<td>Operational October 2006– December 2008</td>
</tr>
<tr>
<td>Utilise the skills and knowledge of Aboriginal staff in informal settings to facilitate staff understanding of Aboriginal culture</td>
<td>General Managers Regional Directors Institute Directors State Office Directors</td>
<td>Operational October 2006–December 2008</td>
</tr>
<tr>
<td>Make Aboriginal cultural education available to all staff</td>
<td>Aboriginal Education and Training Directorate Managers in regions, state offices and TAFE Institutes Principals in schools</td>
<td>Operational October 2006 – December 2008</td>
</tr>
<tr>
<td>Promote the AHRD Plan across the Department to gain commitment from all work areas</td>
<td>Director, Human Resources Policy and Planning for initial promotion Managers in regions, state offices and TAFE Institutes for ongoing commitment Principals in schools</td>
<td>Initial promotion October – December 2006</td>
</tr>
<tr>
<td>Promote the AHRD Plan to all key stakeholders and to the broader community</td>
<td>Director, Human Resource Policy and Planning for initial promotion General Managers Regional Directors Institute Directors State Office Directors NSW AECG President</td>
<td>Initial promotion October – December 2006 Follow up promotion throughout 2007 Promotion to local AECGs throughout 2007-2008</td>
</tr>
<tr>
<td>Provide contact details to all work areas for information and advice regarding implementation of the AHRD Plan</td>
<td>Director, Human Resource Policy and Planning</td>
<td>Ongoing support October 2006 – December 2008</td>
</tr>
<tr>
<td>Develop and distribute supporting documents including an AHRD guide and key performance measurement proforma to assist with implementation of the AHRD Plan</td>
<td>Director, Human Resource Policy and Planning</td>
<td>AHRD Plan guide available by March 2006 EEO reporting template available by December 2007 Ongoing support October 2006– December 2008</td>
</tr>
<tr>
<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>
<td>Director, Human Resource Policy and Planning</td>
<td>Operational October 2006– December 2008</td>
</tr>
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</table>
Definition of Aboriginality

In this document, the term ‘Aboriginal’ refers specifically to the Aboriginal people of NSW. ‘Indigenous’ and ‘Aboriginal and Torres Strait Islander’ are used interchangeably to refer to the Aboriginal and Torres Strait Islander people of Australia. An ‘Aboriginal person’ is defined in the Aboriginal Land Rights Act, 1983 (NSW).

An Aboriginal person:
- is of Aboriginal descent,
- identifies as an Aboriginal person, and
- is accepted by the Aboriginal community as an Aboriginal person.

The identification of Aboriginality status by individuals is a voluntary process. However, for Aboriginal identified positions or targeted positions business units will seek confirmation of Aboriginality status from applicants applying for those positions. Business units should ensure that the collection and management of personal information adheres to the requirements of the Privacy and Personal Information Act, 1998.

The Department has established an online EEO survey facility to provide easy and secure access for staff to complete the EEO survey. The survey is available to permanent and temporary teaching staff, SAS staff and public service staff in schools, state office and regions. EEO survey information for TAFE staff is collected by the Institutes. The completion of the survey provides the Department with comprehensive information on which to base its EEO policies and programs for creating a fair, equitable and diverse workplace.

The online EEO survey is available at: https://www.det.nsw.edu.au/employment/eoo/survey/index.htm

Relevant legislation

The following regulatory instruments may be relevant:
- Aboriginal Land Rights Act 1983 (NSW)
- Anti-Discrimination Act 1977 (NSW)
- Apprenticeship and Traineeship Act 2001
- Crown Employees (Public Service Conditions of Employment) Reviewed Award 2006
- Education (School Administrative and Support Staff) Act 1987
- Privacy and Personal Information Act 1998
- Public Sector Employment and Management Act 2002
- Public Sector Employment and Management (General) Regulation 1996
- Teaching Service Act 1980

The following DET Industrial Relations site lists the main awards covering the employment of staff across the Department: https://detwww.det.nsw.edu.au/lists/directoratesaz/ires/indrel/awards/index.htm
Aboriginal Education and Training Directorate (AETD)
AETD is responsible for improving the education and training outcomes of Aboriginal students. It provides a framework for the development of policies and guidelines. In addition, it provides leadership and advice in the development of specific courses for Aboriginal people.
Level 14, 1 Oxford Street
Darlinghurst NSW 2010
T 02 9244 5400
F 02 9244 5365
E aboriginal.programs@det.nsw.edu.au
www.aboriginaleducation.nsw.edu.au

Equal Employment Opportunity (EEO)
This site contains detailed information regarding the Department’s EEO program, online EEO survey and how to complete it and the EEO management plan:
The following site contains useful information and articles regarding managing diversity in the workplace:

OTEN
In keeping with the 2004 NSW Aboriginal Education Review, in particular the recommendation pertaining to the improvement of vocational education offerings to Aboriginal people, OTEN has produced student resources that are culturally appropriate. The resources give relevant information, case studies and scenarios that are true to life, thereby giving students a glimpse of some of the life experiences for which they need to be prepared.
The OTEN website outlines specific courses for Aboriginal people at:

Professional Learning and Leadership Development Directorate (PLLD)
PLLD’s home page contains information regarding professional learning opportunities for teaching and non teaching staff:
This site contains a range of professional learning programs for SAS staff:

State Training Centres (STCs)
The Department has a network of eleven STCs across NSW to assist with general enquiries and applications to establish an apprenticeship or traineeship.
Aboriginal Training Coordinators, located at the Illawarra, New England, Sydney City and Western State Training Centres, have a delegated role to assist and monitor Aboriginal apprentices and trainees under the Apprenticeship and Traineeship Act, 2001.
T 13 28 11

TAFE NSW
TAFE NSW is Australia’s largest training provider. There are 10 Institutes within TAFE NSW, delivering a wide range of nationally recognised courses at more than 130 metropolitan and regional campuses.
TAFE NSW Information Centre
Level 13, 1 Oxford Street
Darlinghurst NSW 2010
T 13 16 01
www.tafensw.edu.au
Flexible training courses for business and individuals: www.tafeplus.com/
List of Community Colleges across NSW:
www.communitycolleges.nsw.edu.au/
Vocational Education and Training Directorate (VET)

The Vocational Education in Schools Directorate supports the NSW public education system through vocational education to better prepare school students to participate in further education, training, employment and lifelong learning.

The Vocational Education in Schools Directorate manages a range of programs which are detailed at:

NSW Aboriginal Education Consultative Group Incorporated (NSW AECG)

The vision of the NSW AECG is to provide advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint.

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Making It Our Business reaffirms the NSW Government’s commitment to achieving a minimum 2% of Aboriginal employment representation across the NSW public sector. It is a joint initiative of the NSW Premier’s Department with the Department of Aboriginal Affairs and contributes to the Two Ways Together Plan.

Making It Our Business is a two part package consisting of:
(i) a strong Policy Statement supported by the NSW Premier and
(ii) a Strategic Framework and Resource Guide
to assist agencies in developing and implementing their Aboriginal Employment Strategies for Aboriginal people.

The Resource Guide lists:
- Aboriginal organisations/services
- Aboriginal media organisations
- employment and training service providers
- funding programs (federal and state government)
- learning and development programs
- other organisations/services
- publications
- university support centres.

Making It Our Business - Strategic Framework and Resource Guide is available at: