

Aboriginal Education and Training Policy

An Introductory Guide

Artworks

In 2007 two designs were created for the Aboriginal Education and Training Directorate by celebrated Aboriginal artist Bronwyn Bancroft. These two powerful designs have been adopted by the Department to support the implementation of the Policy.

'I was attempting to create a vibrant visual link that allows the viewer to see clearly that we are here for the interactive, the listening, and the problem solving and for the difference we can all make' (Bancroft:2007)



Acknowledgements

The Department of Education and Training acknowledges:

- Aboriginal and Torres Strait Islander people as the First Peoples of Australia
- Aboriginal Elders past and present who have provided the foundations upon which this *Aboriginal Education and Training Policy* is built
- the *Aboriginal Education and Training Policy* Working Group who coordinated the development of the Policy on behalf of the Department and
- the significant contributions made by the NSW Aboriginal Education Consultative Group Incorporated and all Aboriginal parents and Community members, and staff and other community representatives in all of our sectors.

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Contact: Aboriginal Education and Training Directorate on 02 9244 5393.

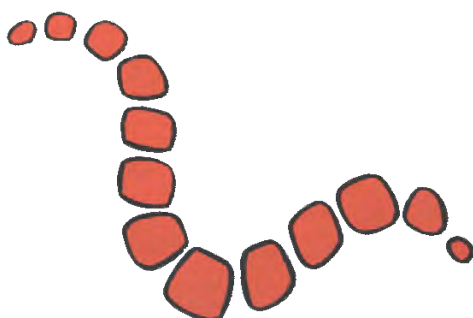
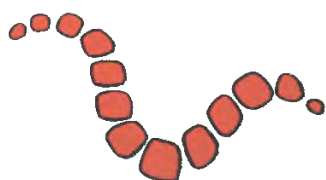


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Introduction

The *Aboriginal Education and Training Policy* is a new policy which defines the NSW Department of Education and Training's commitments to Aboriginal education and training in schools (including where relevant, preschools), TAFE Institutes and community education settings. It was developed in collaboration with key partners, including Aboriginal communities, to provide policy advice for all employees of the Department. It fulfils a commitment to review the *Aboriginal Education Policy 1996 (Schools)* made in response to the Aboriginal Education Review.

The Policy highlights the need for all staff to focus on three guiding elements for its effective implementation:

- Relationships
- Engagement
- Ongoing Learning.

To put these elements into context, decision making and service delivery will need to be undertaken with consideration of Relationships and Engagement (especially with Aboriginal people and communities) within an inclusive environment of Ongoing Learning.

The new *Policy* prioritises:

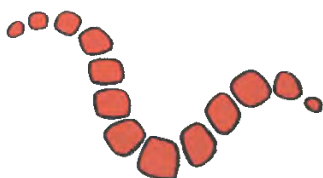
- Aboriginal education and training as the core business of all Departmental staff
- increasing cultural competencies in Aboriginal cultures for all staff
- an acceleration and maintenance of the Department's progress in achieving its goal that '*by 2012, Aboriginal student outcomes will match or better outcomes of the broader student population*'.

The priorities which shape the *Aboriginal Education and Training Policy* complement and reflect those that are integral to other major plans and strategies that guide the work of the Department of Education and Training (see Appendix Three).

These other major plans, strategies and statements include:

- State Plan: A new direction for NSW
- NSW Department of Aboriginal Affairs Plan 2003-2012, *Two Ways Together*
- NSW Department of Education and Training's
 - *Corporate Plan 2009-2011*
 - *NSW Aboriginal Education and Training Strategy*
 - *Aboriginal Human Resource Development Plan*
- the Ministerial Council on Education, Employment, Training and Youth Affairs' *Australian Directions In Indigenous Education 2005–2008*
- NSW Aboriginal Education Consultative Group Inc *Securing a Collaborative Partnership into the Future*.

In referring to Aboriginal people, this Policy refers inclusively to all Aboriginal Australians and Torres Strait Islander people.



The Purpose

The purpose of the *Introductory Guide* is to provide direction and context for the introduction of the *Aboriginal Education and Training Policy*.

Support for the introduction and implementation of the *Aboriginal Education and Training Policy* will occur in a staged process over three 'steps'. The process begins in November 2008 and will continue throughout 2009-2011 and beyond.

Three steps for implementation:

- **Step 1 Introducing the Policy** (Beginning November 2008)
- **Step 2 Reflecting and Planning** (Beginning Semester 1, 2009)
- **Step 3 Integrating the Policy into Everyday Business** (2009 – 2011 and beyond)

The *Introductory Guide* has been prepared for principals and workplace managers as an overview to assist with Step 1. Further guides will follow for Steps 2 and 3. (Please refer to Appendix Three for suggested focus questions for Steps 2 and 3).

The Policy and the *Introductory Guide* are available to staff and community members from the Department's policy site at https://www.det.nsw.edu.au/policies/students/access_equity/aborig_edu/PD20080385.shtml

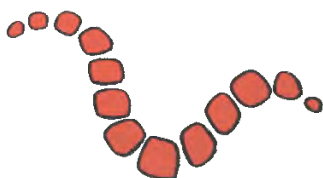
Primary responsibility for enacting the Policy rests with Departmental staff and therefore this document includes some links to materials available to staff on the Department's internal website (intranet). Community members could access these with the assistance of staff members, through local schools, TAFE colleges and other departmental offices.

Additional documents for community information will also be available from this site.

Further support materials can be downloaded from the Department's intranet site for staff at <https://detwww.det.nsw.edu.au/lists/directoratesaz/aet/index.htm>. A list of these materials, resources and useful links is included in Appendix Two.

Aboriginal cultural education

This *Introductory Guide* includes specific information about *Building Cultural Competencies in Aboriginal Cultures* as this is an integral part of the successful implementation of the Policy. Detailed support, including activities, will be progressively available from the intranet at <https://detwww.det.nsw.edu.au/lists/directoratesaz/aet/policystrategy/competencies/index.htm>



Step 1 - Introducing the Policy

Unpacking the Policy – key points for principals and managers

All staff

This Policy applies to all employees of the Department. It includes specific responsibilities for staff within all public education and training sectors in NSW and describes Aboriginal education and training as core business for all staff.

Some implications:

- All staff will need opportunities to become familiar with the details of the Policy.
- More time may be needed to engage staff in understanding the relevance of their work to the overall goal of the Policy in schools or settings where there are no students, or a small number of students who identify as Aboriginal or Torres Strait Islander.
- *Building Cultural Competencies in Aboriginal Cultures* emphasises an approach where relevant learning will be applied through different work roles. This will assist non-teaching staff, who may not immediately see the relevance of their work to Aboriginal education and training.
- The phrase 'core business for all staff' could be a productive focus for discussion.

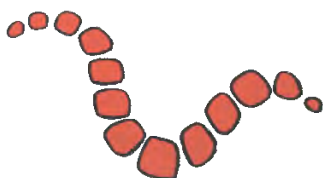
Three continuing focus areas

The following areas for action in Aboriginal education and training identified in previous policies and related plans will continue in this Policy:

- improving the educational outcomes of Aboriginal and Torres Strait Islander students
- building increased knowledge and understanding of Aboriginal Australia for all staff and students
- strengthening collaborative decision making with Aboriginal people and communities.

Some implications:

- For school staff and Aboriginal community members who are familiar with the previous Aboriginal Education Policy (2006) these points relate to the yellow, black and red circles that were found to be very useful in that policy. This connection is likely to be valued.
- 'Increased knowledge and understanding of Aboriginal Australia for all ... students' can be clarified by wording in the sections of the policy that make specific references to them, for example:
'provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through:
 - *Aboriginal studies*



- *Aboriginal languages*
- *Aboriginal cross-curriculum content within schools*
- *relevant studies in TAFE and community education.*
- In many teaching and learning communities significant efforts have been made to establish excellent collaboration with Aboriginal people and communities. The idea of placing emphasis on *'continuous life long learning'* is to encourage reflective practices where successes can be celebrated and a continuing cycle of development pursued.

The goal of the Policy

'Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population'

Some implications:

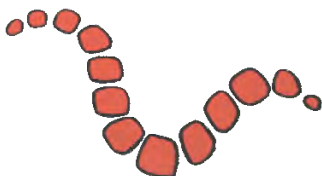
- This goal is concerned with 'closing the learning achievement gap' for Aboriginal students in NSW. It requires staff to set their expectations for Aboriginal students as high as those for any other student. Comparing Aboriginal students' achievements with those of other Aboriginal students is not appropriate for this goal.

A new explicit focus

There is a new explicit emphasis on developing cultural competencies in Aboriginal cultures for all staff.

Some implications:

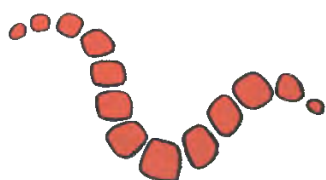
- Questions are likely to be raised from Aboriginal and non-Aboriginal staff and community on how this requirement will be undertaken. A general overview of Pathways to *Building Cultural Competencies in Aboriginal Cultures* is included on Page 8. Further information and advice for engaging with the first step of the Pathways approach is available on the Intranet site.



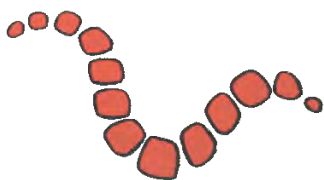
Tasks for Introducing the Policy

Each work place will need to consider the Policy in a way that meets local contexts. The following tasks for principals and work place managers are provided as a guide. The proforma in Appendix Four can be used as a planning tool in undertaking these tasks.

Task	Considerations and resources to assist
Read and become familiar with the <i>Aboriginal Education and Training Policy</i> and the <i>Introductory Guide</i>	The Policy can be downloaded from the Department's policy site See the diagram <i>The Aboriginal Education and Training Policy: in context</i> (Appendix Three)
Facilitate access to the <i>Aboriginal Education and Training Policy</i> for all staff members and ask them to read it and reflect on its implications	All staff, including part time and casual staff will need to read and reflect on the policy. PowerPoint Presentation: <i>Introducing the Aboriginal Education and Training Policy</i> (can be modified for local application) Relevant information sheets: <i>What does the Aboriginal Education and Training Policy mean for me?</i> <i>Why a new Aboriginal Education and Training Policy?</i> <i>Mandatory Aboriginal Cultural Education: What does it mean?</i> Posters: <i>A Framework for Today and Tomorrow</i> <i>Together we make a difference</i>
Identify or establish a Planning Group/Committee/Team for Aboriginal education and training to coordinate the implementation of the <i>Aboriginal Education and Training Policy</i>	It is strongly recommended that the principal or workplace manager lead this group. Make contact with the NSW AECG Inc through Local or Regional AECGs as well as local organisations such as Aboriginal Land Councils. Consult Aboriginal staff
Conduct an initial planning meeting of the Planning Group/Committee/Team for Aboriginal education and training	Choose a time and venue that will suit all. Be clear about the purpose of the meeting and what will be expected of members, including the expected finishing time Allow sufficient time for all members to be briefed on the Policy and for discussion
Disseminate information about the <i>Aboriginal Education and Training Policy</i> to Aboriginal and non-Aboriginal community members	Community postcards can be personalised as invitations to an event where the Policy is to be discussed



Task	Considerations and resources to assist
Facilitate initial reflections on the <i>Aboriginal Education and Training Policy</i>	<i>Possible questions:</i> <ul style="list-style-type: none"> • What do we already do that aligns with the Policy? • What else do we need to do? • How will we embed considerations of <i>Relationships, Engagement and Ongoing Learning</i> into our decision making and service delivery?
Decide arrangements for introducing <i>Building Cultural Competencies in Aboriginal Cultures</i>	Information sheet: <i>Mandatory Aboriginal Cultural Education: What does it mean?</i> See <i>Building Cultural Competencies in Aboriginal Cultures</i> for background information and activities.



Pathways to Building Cultural Competencies in Aboriginal Cultures

The Policy mandates

'Aboriginal Cultural Education through professional learning and career development experiences for all staff'

This is achievable through building Cultural Competencies in Aboriginal Cultures

What do we mean by Cultural Competencies?

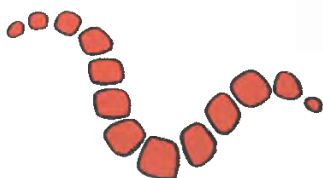
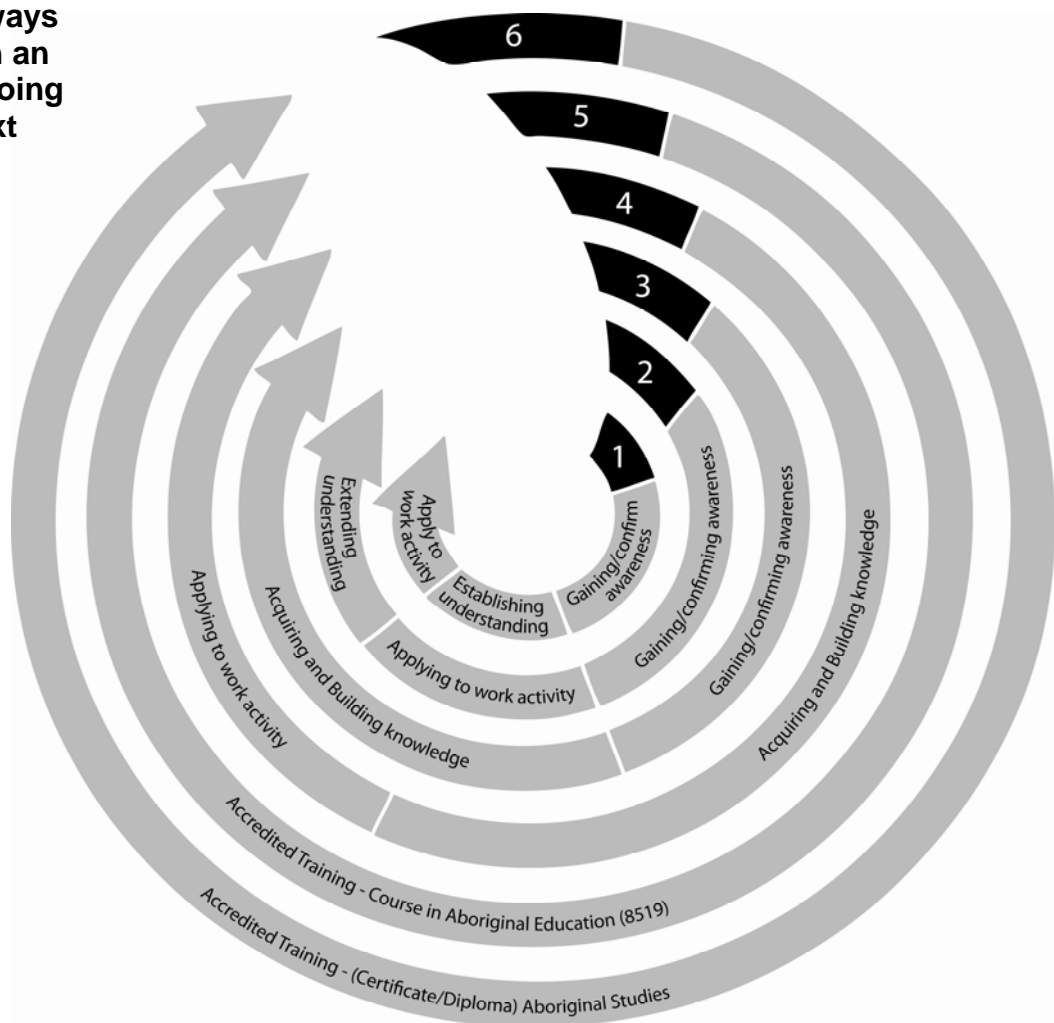
- A set of congruent behaviours, attitudes and policies that come together in a system or agency for professionals to work effectively in cross-cultural situations
- Cultural Competencies in Aboriginal Cultures are those knowledges and skills that are required to engage with Aboriginal peoples in all settings in order to build and maintain relationships and continually improve service delivery.

By enabling learning pathways to build Cultural Competencies in Aboriginal Cultures

A flexible learning approach based on individual needs and understandings:

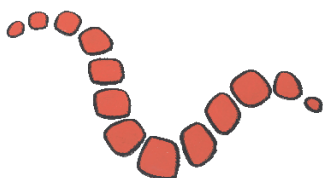
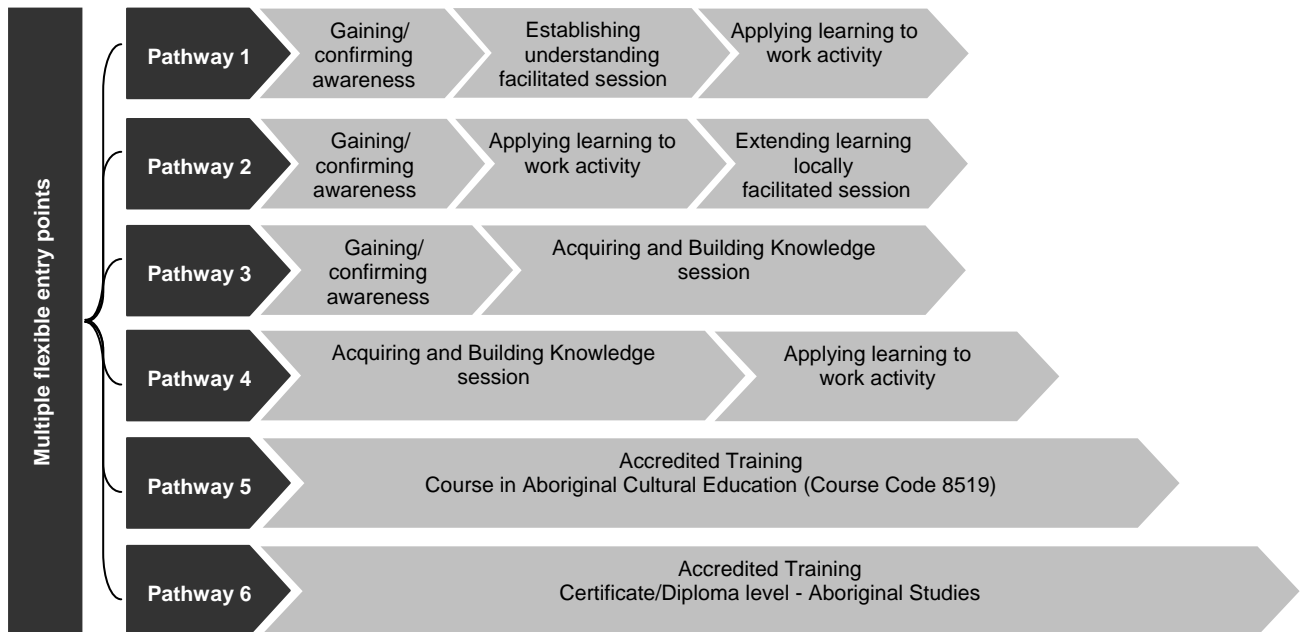
- In an ongoing learning environment
- Engaging at a local level

Learning pathways depicted within an Aboriginal ongoing learning context



Exploring the pathways further from a western learning construct

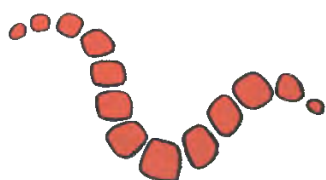
The pathway approach has been developed to allow choice and recognition of the different starting points of staff in the journey in developing Cultural Competencies in Aboriginal Cultures in a mandated system.



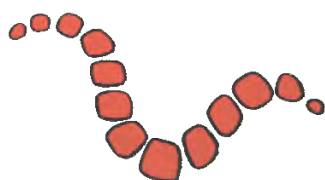
Glossary

Note: Descriptions used for the terms in this Glossary refer to their use within the context of Aboriginal education and training in NSW

Accountability	Responsibility to ensure that outcomes are reported on in the most relevant way.
Community	<p>A community is a group of people linked by a common social structure and sense of belonging. This may be based on location, gender, cultural background, political or religious beliefs.</p> <p>Note: 'Community' is often used to refer to the Aboriginal community as a whole. 'Communities' is used to refer to particular groups in different locations, for example Aboriginal communities within a particular area or members of a school community.</p>
Consultation	An ongoing process involving meaningful two-way discussions between Aboriginal community members and staff.
Consult	To seek opinion or advice and collaborate to determine a common goal.
Core business	Main work – part of each staff member's everyday business.
Cultural competencies	Is defined as a set of congruent behaviours, attitudes and policies that come together in a system or agency for professionals to work effectively in cross-cultural situations.
Culturally inclusive	Engaging and embracing Aboriginal traditions, beliefs and values in addition to encouraging involvement and input.
Culture	'Culture' consists of 'accepted and traditionally patterned ways of behaving'. It is a common understanding shared by the members of a group or community. It includes land, values, knowledge, beliefs and spirituality, language, ways of living and working, artistic expression, relationships and identity.
Cross-curriculum content/perspectives	Connections made across key learning areas in school education because of their relevance to a 'bigger picture' and the knowledge and skills being learned.
Educational setting	Any site associated with public education and training including a pre-school, school or TAFE NSW college or campus.
Engagement	Encouraging input and participation to ensure that stakeholders are actively involved.



Equity	Commitment to fairness and justice.
Fair	Conducting business in a reasonable and just manner.
Learners	In a formal sense, students enrolled in either a public school or TAFE college.
Mainstream	Refers to the delivery mode in which education and training is provided.
Ongoing Learning	Formal and informal education that is always progressing and evolving.
Participation	Contribution and engagement. Being a proactive and productive individual or group member, having pride in and contributing to the social economic wealth of the community.
Multiple perspectives	Diverse voices, perceptions, standpoints and points of view, from which historical events, problems and issues can be considered.
Quality Teaching	In a general sense, classroom teaching practices that recognise the importance of intellectual significance of pedagogy and productive learning environments to create opportunities to enhance student learning outcomes. 'The Department of Education and Training supports the NSW Quality Teaching Model. Further information is available at www.curriculumsupport.education.nsw.gov.au/qualityteach/index.htm '.
Relationships	Associations and partnerships - working together with various community groups, institutions, individuals (see partnerships).
Retention	Refers to students remaining at school to undertake study in higher years. For example, NSW typically reports on retention rates of students from Year 7 to Year 10 and from Year 10 to Year 12.
Student Outcomes	Clear statements of knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and policy implementation.
Objectives	Amplify the aim and provide direction to all on the nature of the teaching and learning process required. They define in broad terms, knowledge and understandings, skills, values and attitudes.
Partnerships	Partnerships involving home, school and community are relationships based on mutual understanding and equality. They are created when all partners share responsibility and obligations for decision making in an appropriate way. Partnerships are often formed around a common or joint interest.



Appendix One: Aboriginal Education and Training Policy

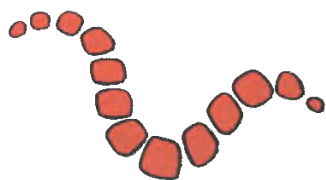
1 Policy Statement

1.1 Commitments

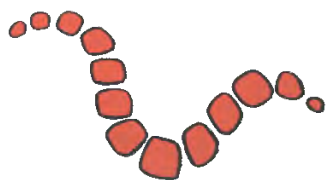
- 1.1.1 The NSW Department of Education and Training including schools, TAFE NSW and community education settings (The Department), is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.
- 1.1.2 It is the goal of the Department that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- 1.1.3 The Department is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia.
- 1.1.4 The Department will provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business.
- 1.1.5 The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.
- 1.1.6 The Department is committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.
- 1.1.7 The Department recognises the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc) as the peak Community advisory body to the Department on Aboriginal education and training at all levels and in all stages of planning and decision making.
- 1.1.8 These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.
- 1.1.9 Aboriginal education and training is core business for all staff.

1.2 Aboriginal education and training involves continuous, life long learning. It includes:

- 1.2.1 delivery of quality education and training to Aboriginal students in schools (including where relevant preschools), TAFE Institutes and community education settings
- 1.2.2 education about Aboriginal Australia for all students



- 1.2.3 mandatory Aboriginal cultural education through professional learning and career development experiences for all staff
 - 1.2.4 identifying and engaging the NSW AECG Inc and Aboriginal communities as partners in Aboriginal education and training.
- 1.3 The Department values the skills, experiences and knowledge of Aboriginal people and will:
- 1.3.1 increase the participation and retention of Aboriginal students in schools, TAFE Institutes and community education settings
 - 1.3.2 increase employment, promotional opportunities and retention of Aboriginal people in a broad range of positions across all areas of the Department
 - 1.3.3 engage the NSW AECG Inc and Aboriginal communities as partners in Aboriginal education and training.
- 1.4 The Department will improve lifelong learning pathways for Aboriginal learners. This will include transitions:
- 1.4.1 from home to school
 - 1.4.2 through primary and secondary education
 - 1.4.3 from school into further study and employment
 - 1.4.4 through vocational education and training and other pathways into further study or sustainable employment.
- 1.5 The Department in partnership with the NSW AECG Inc and Aboriginal communities and organisations will:
- 1.5.1 value and acknowledge the identities of Aboriginal students
 - 1.5.2 provide supportive and culturally inclusive learning environments for Aboriginal students
 - 1.5.3 assist Aboriginal students to access educational opportunities in a range of settings
 - 1.5.4 implement:
 - Aboriginal studies programs
 - Aboriginal languages programs
 - Aboriginal cross-curriculum content within schools
 - Aboriginal perspectives in relevant further/alternative education and training programs.
 - 1.5.5 incorporate the cultural contexts, values and practices of local Aboriginal communities into the mainstream delivery of education and training.
- 1.6 The Department, will consult with local Aboriginal communities and support teachers to:
- 1.6.1 develop and demonstrate their high expectations of all Aboriginal students
 - 1.6.2 engage and motivate Aboriginal students for successful participation in education and training
 - 1.6.3 encourage Aboriginal students to pursue personal excellence, including a commitment to learning



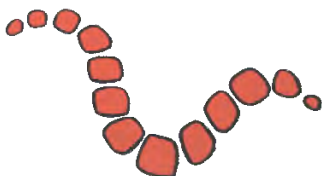
- 1.6.4 use quality teaching and assessment practices and resources that are culturally inclusive
- 1.6.5 enable Aboriginal students to achieve age appropriate syllabus outcomes in schools and module and course completions in vocational education and training
- 1.6.6 provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through:
 - Aboriginal studies
 - Aboriginal languages
 - Aboriginal cross-curriculum content within schools
 - relevant studies in TAFE and community education.
- 1.7 The Department will work with other government agencies and non-government organisations to build capacity within Aboriginal communities to ensure that Aboriginal people participate as equal partners in education and training.
- 1.8 The Department will provide appropriate and relevant training and resources to assist with the implementation of this policy in line with the key focus of achieving improved educational outcomes in Aboriginal education and training.

2 Audience and applicability

- 2.1 The policy applies to all employees of the Department.
- 2.2 Programs funded by the Department are expected to operate in line with the policy.

3 Context

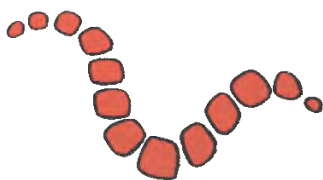
- 3.1 The [NSW Aboriginal Education and Training Strategy 2009-2012](#) provides the goal, principles, key directions and priority actions for implementation of the Aboriginal Education and Training Policy.
- 3.2 The [NSW Government's Aboriginal Affairs Plan 2003-2012: Two Ways Together](#) within the context of [The State Plan: A New Direction for New South Wales](#), provides the New South Wales context for priority actions within the [NSW Aboriginal Education and Training Strategy 2009-2012](#)
- 3.3 [Securing a Collaborative Partnership into the Future](#) provides the philosophy of, and commitment to, the partnership between the NSW AECG Inc and the Department.
- 3.4 [The Report of the Aboriginal Education Review](#) [Yanigurra Muya: Ganggurrinyrna Yaari Guurulaw Yirringin.gurray](#) [Freeing the Spirit: Dreaming an Equal Future 2004](#) details the findings and recommendations from the Aboriginal Education Review.
- 3.5 [Australian Directions in Indigenous Education 2005 - 2008 \(under review\)](#) provides the national directions for Aboriginal Education and Training.



- 3.6 [The Technical and Further Education Commission Act \(1990\)](#) requires that TAFE NSW provide Aboriginal people with access to technical and further education services, including a range of appropriate specialised services.
- 3.7 [The NSW Anti-Discrimination Act \(1977\)](#) along with the [Commonwealth Racial Discrimination Act \(1975\)](#) make racial discrimination and vilification illegal in New South Wales.

4 Responsibilities and Delegations

- 4.1 The Director-General is responsible for ensuring the implementation and monitoring of the policy and reporting to the Minister, the NSW AECG Inc and the broader NSW community on the implementation of the policy and achievements within Aboriginal education and training.
- 4.2 Regional, Institute and state office directors are responsible for:
- 4.2.1 consulting with the NSW AECG Inc and communities
 - 4.2.2 implementing the policy
 - 4.2.3 developing plans that comply with the policy
 - 4.2.4 monitoring the effectiveness of their plans
 - 4.2.5 reporting on achievements in Aboriginal education and training against outcomes and targets.
- 4.3 School principals are responsible for:
- 4.3.1 consulting with the NSW AECG Inc Local and Regional levels and Aboriginal communities
 - 4.3.2 implementing the policy
 - 4.3.3 incorporating strategies within the school plan that comply with the policy
 - 4.3.4 monitoring the effectiveness of their plans
 - 4.3.5 reporting on achievements in Aboriginal education and training against outcomes and targets.
- 4.4 Institute managers are responsible for:
- 4.4.1 consulting with the NSW AECG Inc Local and Regional levels and Aboriginal communities
 - 4.4.2 implementing the policy
 - 4.4.3 developing plans that comply with the policy
 - 4.4.4 monitoring the effectiveness of their plans
 - 4.4.5 reporting on achievements in Aboriginal education and training against outcomes and targets.
- 4.5 All staff in schools, TAFE Institutes, regional offices, state offices and Adult Community Education (ACE) are responsible for implementing the policy and ensuring their actions comply with it.
- 4.6 The Director, Aboriginal Education and Training, is responsible for publication and currency of the policy and coordination of support material through consultation with, and endorsement from, the NSW AECG Inc.



5 Monitoring, Evaluation and Reporting Requirements

- 5.1 The Department will report on outcomes for Aboriginal students in the Department's Annual Report.
- 5.2 The Director, Aboriginal Education and Training will monitor progress on the implementation of this policy and report to the Director-General.
- 5.3 In honouring the [Securing a Collaborative Partnership into the Future](#) partnership agreement, the Department will collaborate with the NSW AECG Inc in the monitoring and evaluation of strategies and will report on progress in implementing this policy against outcomes and targets for Aboriginal education and training. The Department will also consult with NSW AECG Inc on future policy directions.
- 5.4 Regions and Institutes will report annually through their regional and Institute reports.
- 5.5 Schools will report through their annual school reports.

6 Contact Person

Director, Aboriginal Education and Training (02) 9244 5790

Implementation document

- *Aboriginal Education and Training Policy: An Introductory Guide*

Related information

- [Aboriginal Education and Training Strategy 2009-2012](#)
- [Aboriginal Human Resource Development Plan 2009-2011](#)
- [Welcome to Country and Acknowledgement of Country: Guidelines and Protocols for NSW Public schools and TAFE Institutes](#)

Document history and details

Policy title

Aboriginal Education and Training Policy

Implementation date

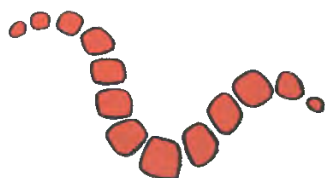
18 November 2008

Approving officer

Director-General of Education and Training and Managing Director of TAFE NSW

Superseded documents

Aboriginal Education Policy PD/2005/0209/V03



Document history

The first Aboriginal Education Policy released in 1982 focused on the advancement of Aboriginal communities and an appreciation of Aboriginal cultures and societies by other Australians.

A decade later, this landmark policy was reviewed to make the policy relevant to schools with small numbers of Aboriginal students.

The 1996 Aboriginal Education Policy had three focus areas:

- Aboriginal students
- Aboriginal communities
- All staff, students and schools.

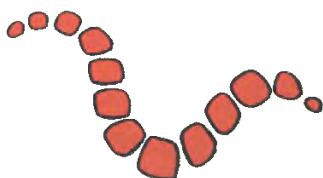
Many Aboriginal communities and a range of staff made significant contributions to the development and implementation of this policy.

In October 2003, the NSW Government announced a review of the effectiveness of the provision of Aboriginal education and training for Aboriginal students in New South Wales. The Aboriginal Education Review raised concerns about the consistency with which the Aboriginal Education Policy had been implemented and recommended that the Aboriginal Education Policy be updated in partnership with the NSW AECG Inc.

As a result the Aboriginal Education Policy has been updated as an action within the *Aboriginal Education and Training Strategy 2006-2008*. Extensive consultations and feedback on the draft were supported by the Department and the NSW AECG Inc. Feedback was received from 189 group and individual submissions. More than 1000 people were involved.

Main changes since previous version

- 1 This policy applies to all sectors of public education and training and all Departmental employees, not just to the school sector.
- 2 The policy articulates the Department's commitments to Aboriginal education and training in response to the Aboriginal Education Review.
- 3 Specific actions to be undertaken to respond to the 71 recommendations of the Aboriginal Education Review are specified in the Aboriginal Education Strategy 2006-2008 which is an implementation document for the policy.
- 4 Specific responsibilities for staff are included.
- 5 Monitoring will occur through the Director, Aboriginal Education and Training.
- 6 The policy complies with the format now required for all Departmental policies.



Appendix Two: Materials, resources and useful links

The following materials and resources are available from the [Department's Intranet site for staff](#).

- PowerPoint presentation *Introducing the Aboriginal Education and Training Policy*
- Information sheets

Why a new Aboriginal Education and Training Policy?

Mandatory Aboriginal Cultural Education: What does it mean?

What does the Aboriginal Education and Training Policy mean for me? Information for Staff

A New Aboriginal Education and Training Policy: Information for Parents, carers and community members

- Two sets of Posters with the same messages but different photos
 1. *The Aboriginal Education and Training Policy: A Framework for Today and Tomorrow*
 2. *Everybody's business. Together we make a difference*
- A series of community post cards with a range of photos and the message: *Together we make a difference*

Materials and resources relating to [Building Cultural Competencies in Aboriginal Cultures](#) will be progressively available from the Department's Intranet site for staff.

Other useful links:

Aboriginal Education and Training Strategy 2009-2012

https://www.det.nsw.edu.au/media/downloads/strat_direction/aetstrat0912.pdf

Aboriginal Human Resource Development Plan 2009 – 2011

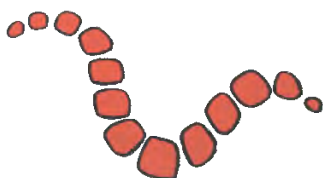
https://www.det.nsw.edu.au/media/downloads/strat_direction/ahrdplan0911.pdf

ACE and Indigenous Australians Action Plan 2005-2008

<http://www.bace.nsw.gov.au/images/files/stats/Publications/Indigenous%20Action%20Plan.pdf>

Australian Directions in Indigenous Education 2005-2008

http://www.mceetya.edu.au/verve/resources/Australian_Directions_in_Indigenous_Education_2005-2008.pdf



Dare to Lead

<http://www.daretolead.edu.au/>

Information on using the NSW Department of Education and Training Intranet

<https://detwww.det.nsw.edu.au/directorates/itb/inetguid/iniaif01/iniaif01.htm>

NSW Government's Aboriginal Affairs Plan 2003-2010: Two Ways Together

http://www.daa.nsw.gov.au/publications/TWT%20CopBroch_LR_1.pdf

NSW State Plan. A New Direction for NSW

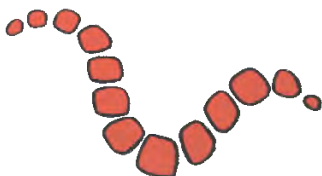
<http://www.nsw.gov.au/stateplan/>

Securing a Collaborative Partnership into the Future

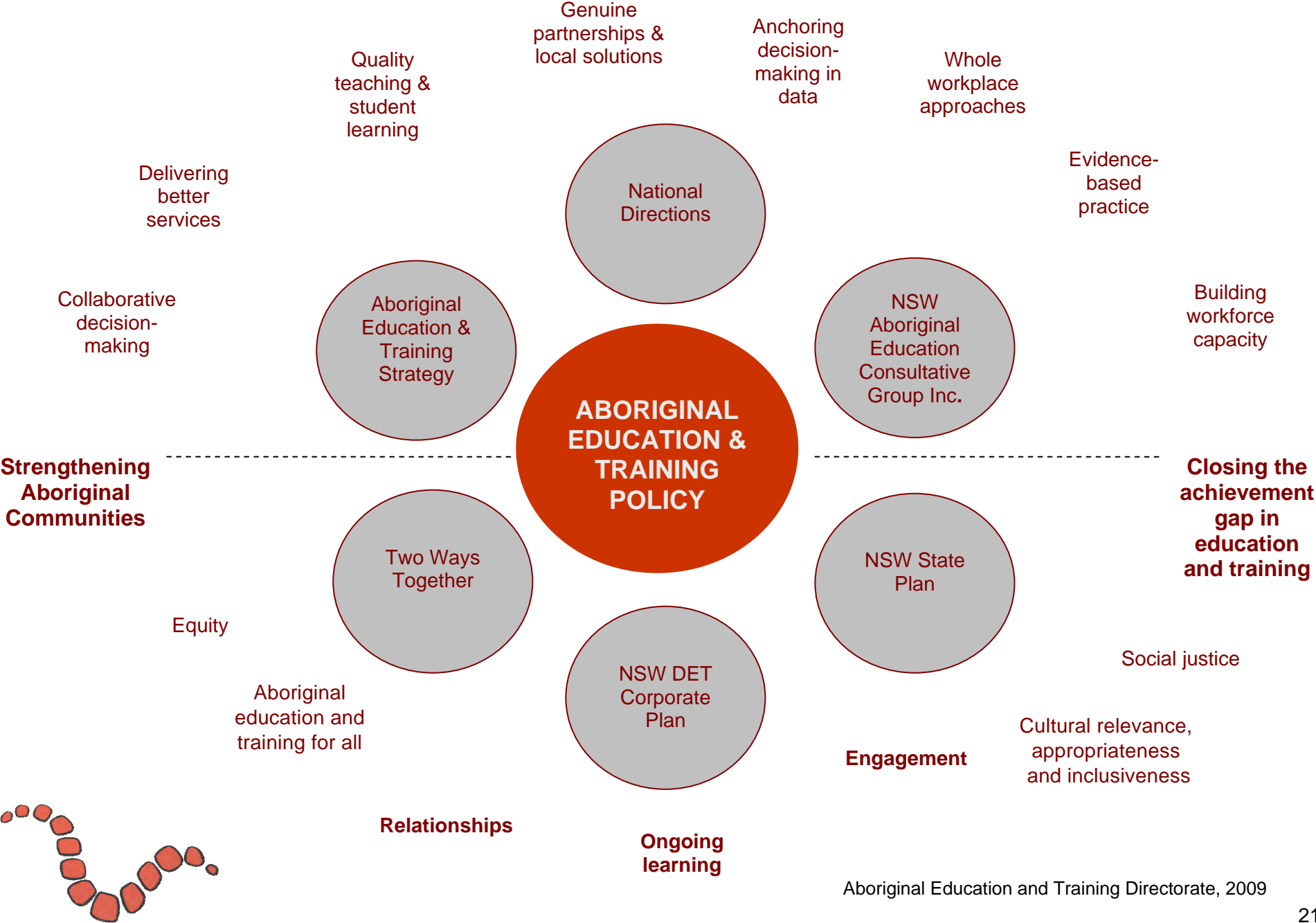
<http://www.aecg.nsw.edu.au/partnership-agreement.html>

Welcome to Country and Acknowledgement of Country: Guidelines and Protocols for NSW Public Schools and TAFE Institutes

<https://www.det.nsw.edu.au/media/downloads/dethome/yr2005/welcomecountry.pdf>



Appendix Three: The Aboriginal Education and Training Policy in context



Appendix Four: Planning Proforma for Introducing the Policy

Tasks	Who's responsible?	Who needs to be involved?	What will we need?	Timeframe	Emerging issues/ other actions
Read and become familiar with the <i>Aboriginal Education and Training Policy</i> and the Introductory Guide					
Facilitate access to the <i>Aboriginal Education and Training Policy</i> for all staff members and ask them to read it and reflect on its implications for them					
Identify or establish a Planning Group/Committee/Team for Aboriginal education and training to coordinate the implementation of the <i>Aboriginal Education and Training Policy</i> <ul style="list-style-type: none"> Make contact with the NSW AECG Inc through Local or Regional AECGs as well as local organisations such as Land Councils 					
Disseminate information about the <i>Aboriginal Education and Training Policy</i> to Aboriginal and non-Aboriginal community members					
Facilitate initial reflections on the <i>Aboriginal Education and Training Policy</i> <i>Possible questions:</i> <ul style="list-style-type: none"> What do we already do that aligns with the Policy? What else do we need to do? How will we imbed considerations of <i>Relationships, Engagement and Ongoing Learning</i> into our decision making? 					
Conduct an initial planning meeting of the Planning Group/Committee/Team for Aboriginal education and training					
Decide arrangements for introducing <i>Building Cultural Competencies in Aboriginal Cultures</i>					

Appendix Five: Suggested Focus Questions for Steps 2 and 3

Step 2 Reflecting and Planning

How will we implement it?

- How does our planning align with the relevant region/Institute/Corporate Plan?
- What skills do we have? What skills do we need to develop?
- Where are the gaps and how do we create new opportunities for both staff and Community in professional learning.

Step 3 Integrating Policy implementation into everyday business

- What should we aim to achieve?
- What must we do to make it happen?
- What do we do and how do we review it?
- How well are we doing?



Appendix Six: Aboriginal Education and Training Policy Working Group

Chair: Michele Hall (previously John Lester)	Director Aboriginal Education and Training
Members: Cindy Berwick (previously Dave Ella, Carlo Svagelli,) Tom Flanders Previously Sue Matthews Cheree Dean	President NSW Aboriginal Education Consultative Group Inc NSW AECG representatives
Charline Emzin-Boyd Phil Bradley Peter Wilson	NSW Teachers Federation
Jim McAlpine Peter Bray Peter Macbeth (previously Kim Chapman and Peter Morgan)	Secondary Principals' Council
Ralph Taylor	Primary Principals' Association
Di Giblin Di Butland	Federation of Parents and Citizens' Organisations
Paul Callaghan Mary Adams Merv Donovan	TAFE NSW
Gina Perks	Adult and Community Education
Carolyn Matthews (previously Carmel Senese)	Human Resources
Carol Vale (previously Sharon Grose and Kristy Masella)	Aboriginal Education and Training Directorate Policy
Helen Kerr-Roubicek (previously Kristal Morris)	Executive support officer



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