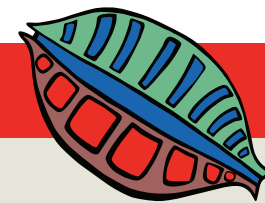


Aboriginal Education and Training Strategy

2009 – 2012





Aboriginal Education and Training Policy Goal

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

NSW Targets

- All four year olds, including those in remote communities, have access to a preschool program by 2013.
- The 2008 achievement gap in reading and numeracy between Aboriginal and non-Aboriginal students is reduced by 50 percent by 2012 and eliminated by 2016.
- The 2008 gap in the completion of Year 12 or an equivalent Vocational Education and Training qualification for Aboriginal students is reduced by 25 percent by 2012 and by 50 percent by 2020.
- More Aboriginal people are participating in and completing Vocational Education and Training courses at higher qualification levels.
- The 2008 gap in Vocational Education and Training unit completion rates for Aboriginal students is reduced by 25 percent by 2012 and by 50 percent by 2020.

Focus Areas

Leadership, planning and accountability

Planning for success for all Aboriginal students.

Collaborating with Aboriginal people in decision making at all levels.

Ensuring Aboriginal education and training is core business for all staff.

Ongoing learning for staff and students

Increasing competencies in Aboriginal Cultures for all staff.

Valuing and developing the strengths and capabilities of Aboriginal staff and Aboriginal students.

Educating all students about Aboriginal Australia.

Relationships and pathways

Connecting people through partnerships that make a difference.

Strengthening whole of government approaches.

Teaching and training

Accelerating progress in bridging the achievement gap between Aboriginal and non-Aboriginal students.

Strengthening learning opportunities through research, innovation and collaboration.

Strategies

Enable leaders*, managers and supervisors to lead staff in implementing the *Aboriginal Education and Training Policy* and the *Aboriginal Education and Training Strategy 2009-2012*.

Include a specific focus on bridging the gap in outcomes between Aboriginal and non-Aboriginal students in planning, target setting and reporting.

Drive innovation in Aboriginal education and training through the implementation of National Partnerships.

Manage corporate and Aboriginal specific resources effectively to improve outcomes for Aboriginal students.

Ensure the NSW Aboriginal Education Consultative Group Inc., Aboriginal communities and Aboriginal staff participate as equal partners in planning and decision making for Aboriginal education and training.

Build competencies in Aboriginal Cultures for all staff in partnership with the NSW Aboriginal Education Consultative Group Inc., Elders and Aboriginal communities.

Provide opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal histories, cultures and experiences.

Acknowledge the connections between identity, Aboriginal Culture and wellbeing in professional learning and leadership development programs.

Strengthen understanding of racism among staff and students to help them identify, challenge and reduce the impacts of racism.

Embed student wellbeing approaches to increase student engagement, participation and retention.

Action the *Aboriginal Human Resource Development Plan 2009-2011*.

Work in partnership with the NSW Aboriginal Education Consultative Group Inc. as the peak Community advisory body on Aboriginal education and training.

Strengthen connections with Aboriginal communities and Aboriginal parents as partners in education and training.

Engage the corporate sector, industry, universities, key agencies and Aboriginal communities to support innovation and flexibility in state-wide, regional and local initiatives.

Work with key partners to build social inclusion for Aboriginal students in educational settings.

Advance interagency approaches to Aboriginal education and training issues through the implementation of COAG, State Plan and *Two Ways Together* priorities and targets.

Provide opportunities for Aboriginal community members to complete courses in leadership and governance.

Use current evidence based research and student achievement data to inform quality teaching and assessment.

Embed Aboriginal knowledge, cultural values and practices within curriculum frameworks and the delivery of education and training.

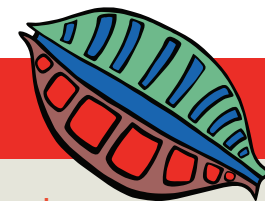
Strengthen student engagement by encouraging the use of digital learning pedagogies that encourage collaboration, interactive learning and knowledge creation.

Identify and disseminate innovative programs that redress educational disadvantage and promote learning and wellbeing for Aboriginal students.

Increase access and pathways for Aboriginal people to participate in education and training to meet skills shortages.

Form sustainable partnerships with universities to connect teaching practice with research including strengthening links between TAFE NSW and universities.

Outcomes



Participation and attainment in preschools and schools

- Increased proportion of Aboriginal 4 year olds participating in preschool.
- Increased number of Aboriginal children enrolled in government preschools in NSW Public Schools.
- Increased proportion of Aboriginal students at Years 3, 5, 7 and 9 achieving at or above the national minimum standards in reading and numeracy.
- Increased proportion of Aboriginal students at Years 3, 5, 7 and 9 achieving at or above the proficient standards (in the top two bands) in reading and numeracy.
- Increased attendance rates for Aboriginal students.
- Increased apparent retention rates from Years 7 to 10, Years 10 to 12 and Years 7 to 12 for Aboriginal students.
- Increased proportion of Aboriginal students completing Year 12 or an equivalent Vocational Education and Training qualification at AQF II or above.
- Increased proportion of Aboriginal students eligible for tertiary entrance.
- Increased number of Aboriginal students making the transition from school to Vocational Education and Training.

Participation and attainment in TAFE NSW and ACE

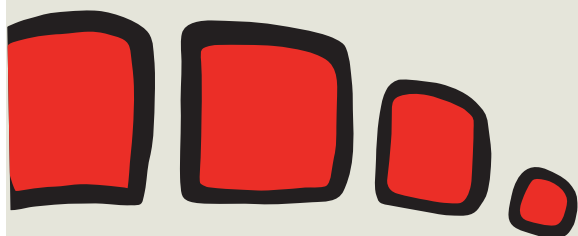
- Increased number of Aboriginal student enrolments in TAFE NSW and Adult and Community Education.
- Increased number of Aboriginal student enrolments in TAFE NSW and Adult and Community Education courses at AQF III or above.
- Increased number of Vocational Education and Training course completions by Aboriginal students in TAFE NSW and Adult and Community Education.
- Increased number of Vocational Education and Training course completions at AQF III or above by Aboriginal students in TAFE NSW and Adult and Community Education.
- Increased unit completion rates by Aboriginal students in TAFE NSW and Adult and Community Education.
- Increased proportion of Aboriginal graduates in TAFE NSW who are employed or participating in further education and training.

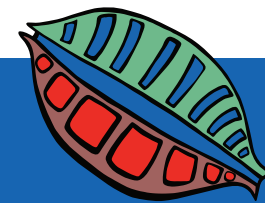
Apprenticeships and traineeships

- Increased number of Aboriginal students commencing an apprenticeship or a traineeship.
- Increased number of apprenticeship and traineeship completions by Aboriginal students.

Professional learning and leadership development for staff

- Representation of Aboriginal people across all salary levels is maintained or exceeds the department's 2008 benchmark of 2.3 percent.
- Increased representation of Aboriginal staff in supervisory, managerial and leadership roles across the department.
- Aboriginal staff retention at all levels of the organisation is equal to non-Aboriginal staff retention.
- Increased number of Aboriginal people represented on key planning and decision making committees.
- 3,000 departmental staff have commenced a pathway to build competencies in Aboriginal Cultures per year.





Regions, TAFE NSW Institutes and ACE

Schools, campuses, colleges and community colleges

Leadership, planning and accountability

Progress the implementation of the *Aboriginal Education and Training Policy* and the *Aboriginal Education and Training Strategy 2009-2012* in schools, TAFE NSW campuses and colleges and community colleges.

Establish Aboriginal Education and Training planning groups with representation from regional or local AECGs.

Provide Aboriginal education and training service delivery plans to the Director, Aboriginal Education and Training.

Review and report on progress towards achieving targets and outcomes for Aboriginal students.

Ensure planning at a local level promotes Aboriginal student attendance and engagement and that Personalised Learning Plans are relevant and communicated to key stakeholders.

Analyse regional suspension data and develop processes to reduce long term suspensions and repeat suspensions for Aboriginal students.

Include specific items related to Aboriginal student achievement in assessment and review schedules for principals and teaching staff in schools with Aboriginal students.

Implement Aboriginal student leadership and participation programs.

Identify opportunities to engage junior AECGs in leadership activities and, where appropriate, in regional planning groups.

Ongoing learning for staff and students

Facilitate the implementation of staff participation in learning pathways to build competencies in Aboriginal Cultures.

Ensure induction programs for managers, principals, executives, teachers and non-teaching staff include localised content about Aboriginal culture, Aboriginal students and Aboriginal communities.

Provide support to teacher education students and teachers of Aboriginal students to develop relationships with local AECGs, Elders and community members.

Provide ongoing professional learning in Aboriginal education and training for managers, principals, executives and teachers in schools, TAFE NSW campuses and colleges and community colleges.

Develop teachers' knowledge and understanding of Aboriginal English to support Aboriginal students to become proficient in Standard Australian English.

Assist teachers to work with local Aboriginal communities to embed Aboriginal perspectives into curriculum.

Conduct regional Aboriginal Education and Training forums to share current research and effective practice.

Collaborate with regional and local AECGs and Aboriginal community members in the education of all students about Aboriginal Australia.

Relationships and pathways

Pursue partnerships with government agencies, industry, employment providers and Aboriginal organisations to increase employment outcomes.

Collaboratively plan with key stakeholders to develop responsive solutions at a local level.

Initiate strategic partnerships to create pathways to ensure continuous, life long learning.

Maintain effective engagement between local AECGs, Aboriginal communities, schools, TAFE NSW campuses and colleges and community colleges.

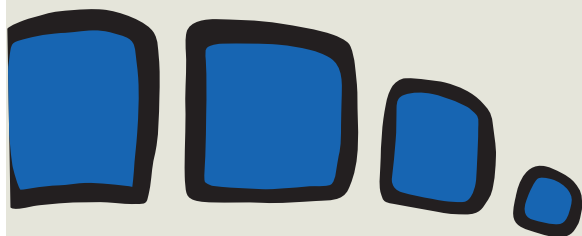
Follow appropriate protocols when working with Aboriginal communities to develop and maintain effective relationships.

Identify opportunities to support schools and local Aboriginal communities through national programs such as *What Works*, *Dare to Lead*, *MindMatters* and Indigenous Education Leadership Institute programs.

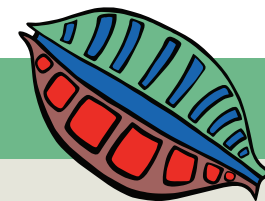
Teaching and training

Provide leadership for sustainable practices that:

- create learning environments that reflect high teacher expectations
- improve literacy and numeracy achievement of Aboriginal students in schools, TAFE NSW campuses and colleges and community colleges
- work with Aboriginal staff and Aboriginal communities to provide culturally inclusive learning environments for Aboriginal students
- increase the involvement of local Aboriginal communities in the delivery and assessment of curriculum
- establish relationships with Aboriginal parents, caregivers and families, particularly prior to school
- implement effective programs to assist Aboriginal students at key transition points
- deliver flexible and relevant training that meets the needs of industry and individuals
- improve completion rates for Aboriginal students including increased participation in Certificate III courses or above in areas of skills shortages.



Aboriginal Education and Training Directorate



Leadership, planning and accountability

Lead and monitor the implementation of the *Aboriginal Education and Training Policy* and the *Aboriginal Education and Training Strategy 2009-2012*.

Identify and communicate priorities, strategies and specific funding for Aboriginal education and training.

Provide high level policy advice and information on Aboriginal education and training.

Collaborate with other state office directorates to bridge the gap in educational outcomes for Aboriginal students.

Develop an Aboriginal Education and Training performance monitoring and accountability framework.

Undertake targeted data collection and program evaluation to inform planning and service delivery of Aboriginal education and training.

Identify opportunities for Aboriginal students, Aboriginal student leaders and junior AECGs to participate in decision making for Aboriginal education and training.

Ongoing learning for staff and students

Establish systems and processes to build competencies in Aboriginal Cultures for all staff.

Lead the department's collaboration with the Office of the Board of Studies, NSW Aboriginal Education Consultative Group Inc. and key partners to support curriculum development and delivery for Aboriginal education.

Collaborate with TAFE NSW and Adult and Community Education to incorporate the cultural contexts, values and practices of local Aboriginal communities into the delivery of education and training.

Provide advice across the department about processes for engaging Aboriginal communities to develop and maintain effective relationships and partnerships.

Work in partnership with the NSW Aboriginal Education Consultative Group Inc. and Aboriginal communities to increase knowledge and understanding about the education and training needs of Aboriginal students.

Identify and develop resources to support all students to gain a deeper understanding of Aboriginal histories, cultures and experiences.

Relationships and pathways

Work in partnership with the NSW Aboriginal Education Consultative Group Inc. and key stakeholders on all aspects of Aboriginal education and training.

Work with corporate partners and community organisations to increase the number of scholarships, mentoring and other leadership and participation programs to encourage Aboriginal students to complete Year 12 or recognised vocational training.

Develop models and programs to promote social inclusion for Aboriginal students and Aboriginal families.

Collaborate with key stakeholders to implement educational plans for Aboriginal students in Education and Training Centres in Juvenile Justice Centres and Aboriginal students in Out of Home Care.

Facilitate pathways for Aboriginal teachers and Aboriginal community members to obtain qualifications through post graduate courses to teach Aboriginal Languages.

Create opportunities to enable Aboriginal people to become accredited in Vocational Education and Training delivery.

Teaching and training

Collaborate with universities, other research bodies and Aboriginal communities to initiate evidence based research in Aboriginal education and training.

Undertake research and communicate effective practice in early learning, literacy, numeracy, engagement, pedagogy and assessment for Aboriginal students.

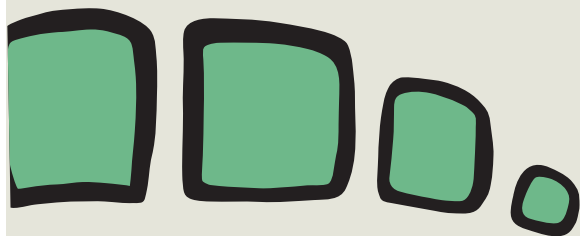
Facilitate the teaching of Aboriginal Languages in preschool, school, TAFE NSW and other educational settings.

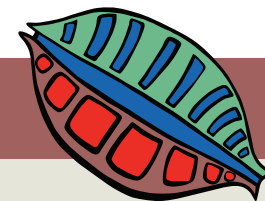
Work with key stakeholders to increase the candidature for Stage 6 Aboriginal Studies and provide increased professional learning to teachers of Aboriginal Studies.

Continue to develop on-line resources to support curriculum delivery to Aboriginal students and Aboriginal communities.

Develop guidelines for culturally appropriate product development, design and delivery in TAFE NSW, aligned to competency based qualifications.

Develop culturally appropriate teaching and learning materials to support units of competence.





Corporate Portfolio Areas

Leadership, planning and accountability

Review departmental policies and strategies to ensure they align with the *Aboriginal Education and Training Policy*.

Continue to include targets relevant to bridging the gap for Aboriginal students in all senior officer performance agreements.

Continue to incorporate specific Aboriginal education and training criteria in applications for employment and promotion.

Include Commonwealth key directions for Aboriginal students in corporate business planning.

Respond to recommendations arising from reviews and inquiries relating to Aboriginal students and Aboriginal people.

Report on progress towards achieving Strategy outcomes through the NSW Department of Education and Training Annual Report and to key partners through the Director-General's Aboriginal Education and Training Reference Group.

Report on outcomes of programs funded through Commonwealth and State government commitments for Aboriginal people.

Ensure Aboriginal representation at all levels of decision making including Director-General's advisory/reference groups and working parties.

Celebrate Aboriginal education and training achievements with awards and ceremonies that acknowledge contributions to student achievement.

Ongoing learning for staff and students

Ensure Welcome to Country and Acknowledgement of Country are observed as protocols across the department.

Ensure significant events such as NAIDOC Week, Sorry Day, The National Apology to the Stolen Generations, National Aboriginal and Torres Strait Islander Children's Day and Reconciliation Week are acknowledged across the department.

Enable all staff to build competences in Aboriginal Cultures through professional learning and career development programs.

Ensure departmental induction programs provide Aboriginal cultural education relevant to the roles of staff.

Develop leadership capabilities in Aboriginal education and training for managers, principals and aspiring leaders.

Develop the skills of teachers to teach the compulsory elements in curriculum that relate to Aboriginal histories and cultures.

Provide opportunities for Aboriginal and non-Aboriginal staff to engage in professional conversations and mentoring experiences.

Work with principals' associations, unions, parent associations and other interest groups to progress priorities for Aboriginal education and training.

Continue to work in collaboration with the NSW Institute of Teachers to ensure that graduate teachers understand Aboriginal history, the diversity of Aboriginal cultures and have the knowledge and skills to address the specific learning needs of Aboriginal students.

Relationships and pathways

Develop strong relationships across policy, program and service delivery areas of the department to ensure the delivery of effective programs and practices for Aboriginal students.

Review and monitor programs and processes in line with the renegotiated partnership agreement between the department and the NSW Aboriginal Education Consultative Group Inc.

Include representation from the NSW Aboriginal Education Consultative Group Inc. on state bodies for Aboriginal education and training.

Ensure interagency approaches focus on bridging the achievement gap in education between Aboriginal and non-Aboriginal students.

Develop sustainable and productive relationships with Aboriginal communities, business and industry.

Work with key partners to engage Aboriginal families in education prior to school and to increase their participation in preschool and transition to school programs.

Teaching and training

Implement effective transition to school programs and provide resources to focus on language, literacy and numeracy development for Aboriginal students in their first years of schooling.

Provide support to regions, Institutes and Adult and Community Education community colleges to deliver quality teaching and relevant programs to improve literacy and numeracy outcomes for Aboriginal students.

Develop effective programs to assist key transition points: home to school; early years to middle years; middle years to later years; later years to further education, training or workplace participation.

Develop strategies to identify gifted and talented Aboriginal students and provide them with opportunities to apply and extend their abilities or talents.

Ensure Aboriginal students access, participate in and complete Vocational Education and Training programs in schools.

Increase the number of Aboriginal students participating in and completing pre-vocational courses, traineeships, apprenticeships, cadetships and work placements.

Provide targeted leadership programs and opportunities for Aboriginal students.

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

This Strategy includes Aboriginal children in government preschools in NSW Public Schools, Aboriginal students in NSW Public Schools and Aboriginal learners in TAFE NSW campuses and colleges and Adult and Community Education community colleges.

The NSW Aboriginal Education Consultative Group Inc. refers to the State level of the AECG. Local and regional AECGs refer to AECGs at a regional or local level.

*In referring to leaders, this Strategy refers to the Director-General and other senior staff including Senior Executive Service Officers, Senior Officers and Principals.

