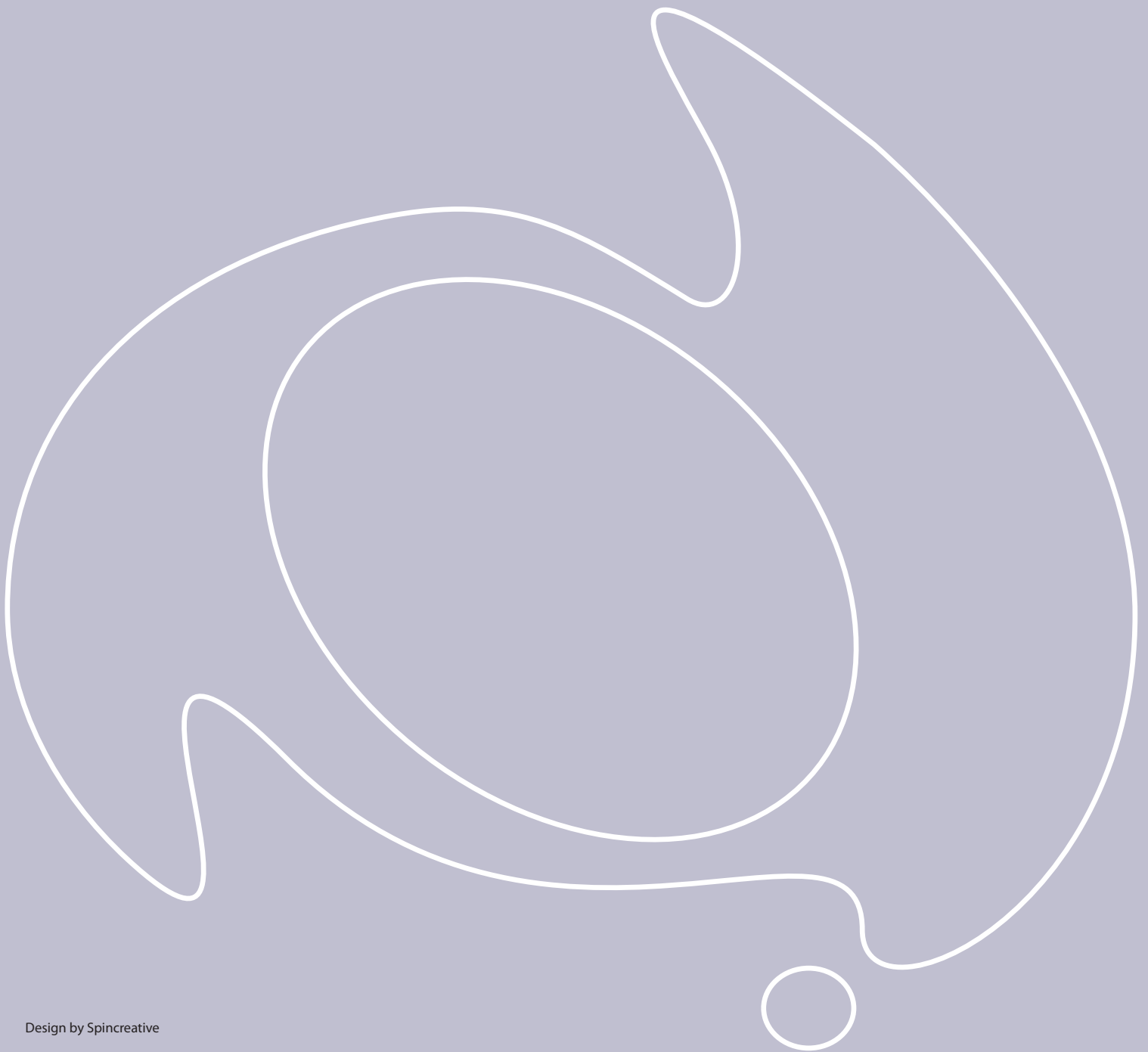


Q1

Case studies reflecting best practice in Indigenous Vocational Education and Training



Occasional Paper Quarter One 2009



Case studies reflecting best practice in Indigenous Vocational Education and Training

Background

TAFE Directors Australia has developed this initiative as a project-based approach to illustrate strategies for indigenous engagement in vocational education and technical training by Australia's TAFE institutes. It forms part of the Indigenous Charter project reviewing training in regional and remote communities.

The case studies have been endorsed by the relevant TDA members and are designed to assist training organisations to achieve:

- active involvement of local indigenous communities in determining appropriate relevance, processes and outcomes for vocational education and training
- personal development, education, training and employment outcomes for our indigenous clients
- community-based education and training that is locally relevant and linked to community development goals
- quality teaching that is culturally aware and responsive to individuals
- maintenance of and connection to indigenous cultures and identity.

While program managers continue to refine and develop these successful indigenous programs, they look forward to sharing their experiences with colleagues throughout the TAFE sector.



TAFEDirectors
AUSTRALIA

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May 2008

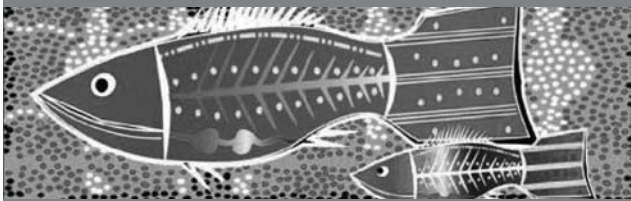
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Bush Babies and TAFE NSW Western Institute



Summary

The *Bush Babies* program was initiated in 2007. Based in Orange NSW, the program works with mothers from the local Aboriginal playgroup to provide training in four competencies from the Certificate III in Children's Services. The partnership aims to encourage Aboriginal women to see training as a pathway to improving and building stronger communities.

The Institute initially responded to a need identified by the local Aboriginal playgroup who indicated their desire to learn more about childcare and undertake training which would set them on the path to running their own centre.

To ensure the effectiveness of this training the Institute modified units, in consultation with Community Elders, Aboriginal Community Health Workers and the Aboriginal Medical Service, to ensure they included teaching appropriate to Indigenous roles and cultural values. To address the students' struggles with low numeracy and literacy levels, the units were assessed by teachers to make sure the language, literacy and numeracy requirements matched those required to work in children's services as an assistant, and that the course material was written so as to assist in improving these levels.

Western Institute also piloted the program to allow for evaluation and feedback from students and communities about what works and what should be changed, and obtained funding to allow for increased support to program participants.

Eight students graduated from the pilot program with six of these students continuing to study, building on their preliminary work by undertaking the Certificate III in Children's Services. Of these original students, four graduated with a Certificate III and have continued their studies by enrolling in the Diploma of Children's Services course.

Partner Profile

The program has been delivered as an outcome of the Orange Aboriginal Community Plan 2007-2011 developed with Orange City Council and the Orange Aboriginal Community.

Context

3.5 hours west of Sydney and 3 hours north-west of Canberra in Central NSW, Orange has a population of 38,000 with around 4% of the population claiming Indigenous status. Of the female Indigenous population aged 15–24 only 29% are attending educational institutions, compared to 50% of the non-Indigenous population. Only 5% of the total Indigenous population aged 20–24 attend educational institutions.

Orange City Council, in conjunction with the NSW Department of Communities, has adopted and supported the Orange Aboriginal Community Plan 2007–2011 which was developed by members of the Orange Aboriginal community. The plan outlines and guides future planning in response to the needs of the community.

Education is one of the major emerging issues for the community and was the highest ranking emerging issue identified in their community survey. Western Institute has partnered with Orange City Council to provide programs and opportunities to meet these needs.

Objectives

A representative from NSW Department of Community Services, Communities Division and the Orange Women's Gathering group approached the Western Institute to be part of a pilot program. The aim of this pilot program was to encourage Aboriginal women to see training as a pathway to improving and building stronger communities particularly in the areas of parenting and educational outcomes for their children.

The Institute had previously established ties with the playgroup through earlier training and had noted that participants in the playgroup expressed a desire to run their own centre, which would require training in childcare.

The common challenges that faced this group were:

- Low literacy and numeracy levels
- Responsibility to care for children – being sole carers for children meant they were unable to attend classes
- Lack of transport to attend classes
- Commitments to home duties – attending classes would only add to their commitments and responsibilities
- Previous negative learning experiences
- Poor self-image and esteem issues

Finding the Right Partner

To support the attendance of students the Institute was able, through additional funding from the Joint Indigenous Funding Pool, provide increased levels of support to the participants throughout the course of the program. This included:

- Providing an increased level of language, literacy and numeracy support in the class;
- Providing childcare for participants (nine of the ten participants were solely responsible for the care of children within their family);
- the organisation of transport including occasionally paying for taxis; and
- Supplied lunch to minimise additional costs for students and the extra morning job of getting a lunch ready to bring.

Methodology

The units to be delivered were adapted to include Indigenous views on caring for children, family and community roles and cultural values. These adaptations were made in consultation with Community Elders, Aboriginal Community Health Workers and the Aboriginal Medical Service.

The numeracy and literacy levels required for the course were assessed and adapted to ensure they were at a level required to appropriately work as an assistant in the children's services field. Preparation was made for further numeracy and literacy support to participants, as well as writing the course materials so participating in the course would assist in improving these levels.

The units were delivered by a combination of class-attendance and on-site delivery with the playgroup. There were ten participants in the pilot program with eight women completing the program and gaining four units of competency towards Certificate III in Children's Services. Of the eight women who completed the short course, six are committed to continuing their study and completing the remaining units to gain their Certificate III. Two students who were unable to continue attendance are now employed, including one in fulltime childcare work, and unable to commit to further study..

In addition to providing the participants with immediately useful skills, this program equipped the women to participate in formal training, built confidence in the learners and established trust between the Institute and the Aboriginal Community.

Technologies and Delivery Method

The units were delivered by a combination of class-attendance and on-site delivery with the playgroup. The playgroup had been a previous bridge to contact between TAFE and the Aboriginal community, therefore providing a means of building further relationship as it gave the students the opportunity to "own" their learning and not feel threatened by new surroundings.

Delivering training within the setting of the playgroup also allowed for immediate implementation of the program in this environment.

Financial resources and partners

The pilot program was jointly funded by NSW and Commonwealth governments, as part of the Joint Indigenous Funding Pool. Funding to continue the program has come also from the Joint Indigenous Funding Pool as well as recent additional funding from the NSW Board of Vocational Education and Training.

Results and Benefits

TAFE has become a positive place for the women to come. The participants feel comfortable in the TAFE environment and enjoy the learning experiences, friendships and support networks that have been created. The women had previous negative learning experiences and poor self image but through the course they came to see their two days at TAFE as something very special for them. They are not only telling their family how important their training is for them but are encouraging others within the community to consider training. This has made TAFE a creditable influence in the Orange Aboriginal Community, and is seen as a valuable place to be.

More than half the original participants have gone on to complete their Certificate III and some of these will continue to study and gain their Diploma in Children's Services giving them skills and opportunities to enter the workforce. One of the students will not be attending further study at this time, as she has gained full-time employment in childcare as a result of her initial participation in the program. A similar course will be offered towards the end of 2010 which will feed into a new offering of Certificate III.

Customer Quote

"I never thought TAFE was good before – TAFE is now my time and my family accepts this"

program participant.

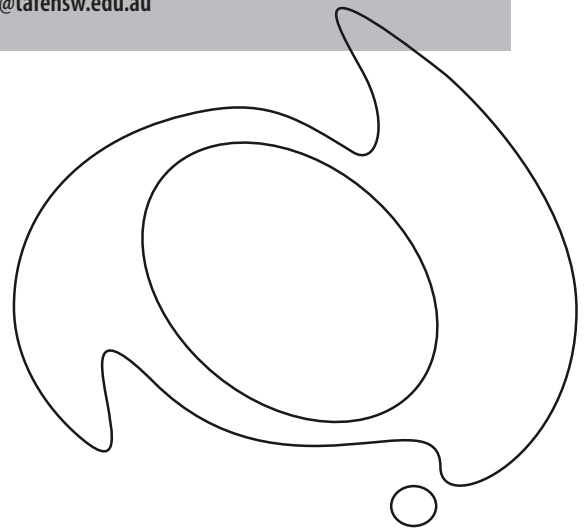
Lessons learned

The partnership has been particularly positive for the teaching staff as they have had to think creatively about how to deliver a quality training product to a group of women who had experienced negative learning situations and who had poor self-image. Teaching staff are also seeking further training themselves to assist them in gaining a deeper understanding of cultural values and traditional practices, as well as a better understanding of the range of issues that impact on Indigenous students as learners.

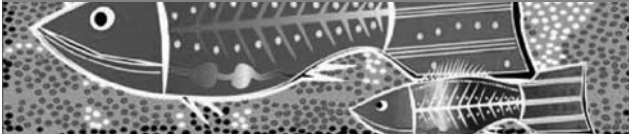
For More Information

For more information about any of NSW TAFE Western Institute's products and services, call the Institute on (02) 6393 5910.

For more information regarding the Bush babies program, call Kay Adams on (02) 6391 5637 or email kay.adams@tafensw.edu.au



Trainee Enrolled Nursing Preparation at TAFE NSW Hunter Institute



Summary

Hunter Institute in NSW joined with Hunter New England Health in a combined effort to see more Indigenous peoples enter the field of Nursing in the Hunter region. The region has the largest Indigenous Australian population of all Area Health Services – amounting to 21.4% of the state's total Indigenous Australian population. This population was not represented in numbers of Indigenous people employed as Enrolled Nurses in the Hunter Region. There is no shortage of applicants; however the entry requirements to this Certificate IV program pose a challenge for many educationally disadvantaged Indigenous people.

Hunter Institute developed a prevocational course to address this need using the Aboriginal training and employment targets mandated by the Hunter New England Health Aboriginal Employment Strategy (2007–2010) as a guide.

This prevocational course was designed to equip participants with the skills required to pass pre-enrolment screening for a traineeship in Nursing (Enrolled Nursing). Participants were trained in job-application skills, literacy and numeracy, study skills, OH&S and in ways to handle entry tests such as the screening test for enrolled nursing.

The program commenced in 2007 with ten participants in the program.

From the program, four participants made it to the interview stage for a traineeship in Nursing with NSW Health – two of the interviewees were successful and have commenced a traineeship in Nursing (Enrolled Nursing). Three of the program participants have continued to study in the field of Health and Community Services.

Partner Profile

This course was specifically delivered as a partnership initiative with Hunter New England Health to encourage Indigenous people into Enrolled Nursing from the Hunter Region and is only one approach to supporting the entry of Indigenous people into Enrolled Nurse Training. Work placement at Newcastle's John Hunter Hospital was an integral component of the program. Students worked in many areas of the Hospital as Indigenous carers, which provided them with invaluable experience.

Context

The Hunter New England Health area has the largest Indigenous population of all Area Health Services with 21.4% of the state's Indigenous population.

Trainee Enrolled Nurses (TEN) in NSW are employed full time by Area Health Services – there remains a serious shortage of enrolled nurses across the NSW Health system with a particular shortage of Indigenous Enrolled Nurses. The shortage is not due to a lack of interest as there is no shortage of applicants; rather the entry requirements for this Certificate IV program create an almost impossible hurdle for many educationally disadvantaged Indigenous people.

Objectives

The challenge was to create a viable pathway and more opportunity for the large Indigenous Population to be represented accordingly in the Nursing staff of the NSW Health System. The program needed to assist the participants by elevating literacy

and numeracy levels, preparing them for employment application and screening processes and assisting in developing study skills.

Finding the Right Partner

TAFE NSW Hunter Institute had previously established relationships within the Indigenous Community and displayed great vision and adaptability in the development and implementation of the Ngaamiya Nginduu Project. The Manager for Major Projects – Access and Equity was able to ensure that the delivery of the course was in accordance with the Indigenous training and employment targets, set out in the Hunter New England Health Aboriginal Employment Strategy (2007–2010).

The course was delivered at TAFE NSW Hunter Institute Newcastle campus, which is easily accessible to lower Hunter communities by public transport. TAFE NSW Hunter Institute was also able to offer the human resources of Literacy and Numeracy teachers and Purrimabahn (Hunter Institute) Aboriginal Education and Training Unit Student Support Officers and Counsellors.

Methodology

Hunter New England Health approached TAFE NSW Hunter Institute with a detailed scope of what the specific requirements of the program were to be. The preparatory program was then collaboratively developed by the Aboriginal Education and Training Unit in TAFE, Indigenous Community Members, Indigenous Employment Coordinators, Enrolled Nurse Coordinators in Area Health Services and local Indigenous employment organisations.

The Manager Major Projects, Access and Equity at TAFE NSW Hunter Institute Newcastle campus proposed the course to facilitate the selection and recruitment of educationally disadvantaged Indigenous people for the Enrolled Nurse traineeship, as this is one of the targets set out in Hunter New England Health Aboriginal Employment Strategy (2007–2010), which aims to provide a range of recruitment, retention and career development opportunities for Aboriginal and Torres Strait Islander people.

In preparation for delivery staff participated in a two day Aboriginal Cultural Education Program delivered internally at the TAFE NSW Hunter Institute by Major Projects, Access and Equity.

Participants in the course included men and women from across the age spectrum and from a range of Indigenous communities across the Hunter region with some travelling to the Newcastle campus by train from as far away as Taree on the North Coast and Singleton in the Upper Hunter (travelling for up to two hours). Most participants were early school leavers and many were long term unemployed.

During the intensive six-week program, students raised the level of their literacy and numeracy skills, developed further job seeking skills and developed strategies and techniques to handle the pressures and routines of study. The program also provided a vehicle for participants to increase their own knowledge of Aboriginal culture in a practical setting, gain a sense of self-worth and value and identify personal, career and educational goals.

Of the ten people who commenced training, eight completed as two of the original participants unable to complete the program due to family commitments.

Technologies and Delivery Method

The program was delivered full-time with a combination of face to face classes and work placement at Newcastle's John Hunter Hospital.

Financial resources and partners

The program was funded by the NSW Board of Vocational Education and Training (BVET)

Results and Benefits

Participants gain a statement of attainment in **Outreach Access (3492) – Trainee Enrolled Nursing Preparation**. The program provides preparation for as well as a pathway to an Enrolled Nursing Traineeship

Four students were successful in gaining an interview with NSW Health for the Traineeship in Nursing (Enrolled Nursing). Two students were successful at interview and are now undertaking the traineeship. Three of the participants of the Trainee Enrolled Nurse Preparation program continued their training in Community Services and Health at the Hunter Institute.

Many of the program participants were early school leavers or had been unemployed long term. The attendance of the program participants has made them more comfortable in the TAFE learning environment, and they have enjoyed the program and the benefits and outcomes. This enjoyment has led to them encouraging other members of the Indigenous community to consider TAFE and subsequently the enrolments and attendance of Indigenous Students at TAFE NSW Hunter Institute has increased, further strengthening this partnership.

Customer Quotes from Program Participants

“I really enjoyed the course; I have now been offered an interview with NSW Health to undertake the Traineeship in Enrolled Nursing.”

“The teachers were fantastic, having qualified literacy and numeracy teachers really helped me to sit for the exams.”

“The guest speakers really provide insight into the health profession.”

“I looked forward to Wednesday when I would attend my work placement at John Hunter Hospital; the staff were so friendly and supportive.”

Lessons learned

The engagement of all key stakeholders in the design, implementation and evaluation of this program has been pivotal in the success of this program. TAFE NSW Hunter Institute staff have received training that has provided them with knowledge and skills which can be applied within their roles, to enhance cultural inclusiveness in work practices and increase responsiveness to Indigenous people, communities and issues. Involvement in the program has also led to further initiatives in Industry-based skills development.

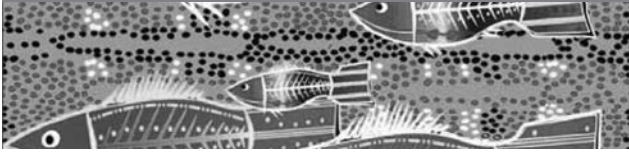
For More Information

For more information about TAFE NSW Hunter Institute products and services, call the Directors Unit on (02) 49 237 567

For more information, call Kate Rose on (02) 49 302 942 or email katherine.l.rose@tafe.nsw.edu.au



Mununjali Jymbi Centre & the Bremer Institute of TAFE



Summary

In 2006, the Mununjali Jymbi¹ Centre and The Bremer Institute of TAFE entered into a partnership arrangement to deliver funded training in Certificate III and IV in Youth Work. The training was delivered on-site to the Indigenous community in Beaudesert, a regional town south west of Brisbane. Course materials were adapted and delivery methods were developed to be culturally appropriate to the requirements of the Mununjali Centre and the Local Indigenous Community.

Persistence on both sides has been required to achieve the objectives and overcome challenges including working around funding frameworks, reporting requirements and delivery method. The benefits to the community who now have at least seven qualified Youth Workers living locally has been more than worth the effort.

Partner Profile

Mununjali Jymbi Centre is an Indigenous organisation receiving funding from both the State and Commonwealth to provide a range of services to local Indigenous people in Beaudesert.

Under the auspice of Mununjali Housing & Development Company Ltd, the Jymbi Centre supports the Indigenous community in the Beaudesert region by providing family and cultural community development strategies, emergency housing and accommodation support, healing and intervention programs.

Program activities of the Mununjali Jymbi centre include: needs assessment and management of case/service plans; Counseling; Social and Personal Development; Living skills development; Family therapy and mediation; Development of Household skills; Parenting Information and skill development; and Cultural Group Development

The centre also broker to services to target individual needs of clients, such as specialised counselling services.

Context

Beaudesert is roughly 70kms southwest of Brisbane with a population of approximately 1200 Aboriginal and Torres Strait Islander people. In Beaudesert there are more than 600 Indigenous children and young people aged between 0–19 years and unemployment for people over 15 years is still 5% higher (8.7%) than that of Non-Indigenous people (ABS; 2006). Fifty percent of the Beaudesert Indigenous population is under the age of nineteen years.

The Mununjali Jymbi Centre has been working toward an independent governance model for the last few years. Their community development worker believed that one of the key contributing factors for success in independent governance includes generating sustainable development and the employment of local people through the provision of enabling skills/steps including multiple educational options. With access to accredited training, Mununjali staff and volunteers could gain recognised qualifications to deliver services and intervention, building the scope of the program.

Objectives

The challenge was to develop a flexible program that met the needs of both individuals and the organisation, within funding and reporting parameters. The centre required that the course be cost neutral, but they could provide time within work hours to release staff for the training and access to computers for the volunteers.

Finding the Right Partner

The Bremer was selected as the training provider because they were prepared to listen to the needs of the organisation and work collaboratively on the solution. The intent of this partnership was to utilise the skills, knowledge and experience of the on-site community development worker who would contextualise the learning materials to be relevant to the volunteers and youth workers of the organisation.

The Bremer was willing to try something new, had open learning materials that could be customised for Indigenous delivery, introduced the concept of Recognition of Prior Learning (RPL) to the organisation and combined funding to ensure training could be delivered on-site to a small group of participants by utilising a team approach to delivery.

Methodology

An initial meeting took place between representatives of Mununjali Jymbi Centre and the Bremer Institute to discuss the requirements that the centre had, the resources available and develop the parameters of the partnership to provide the best outcome to the participants.

The Centre required that the delivery of training was flexible, allowing for competing priorities such as family, work & other Mununjali cultural commitments; and could be customised to be relevant to Indigenous people and the issues in the local community.

The Bremer Institute recognised that the current Community Development Worker would be the most appropriate person to adopt the role of Learning Support Tutor at the centre, due to the established relationships with the Indigenous community and staff, and the trust she had developed over several years within the community which meant participants felt safe to work with her. The Community Development Worker would also be able to deliver the learning materials in a relevant way to maximise learning potential and draw on real examples from the work they were doing in the community, ensuring the training was relevant to skill development. The Bremer Institute provided RPL assistance and some gap training assisting the worker to obtain a Certificate IV in Training and Assessment.

The Community Development Worker (Learning Support Tutor) collaborated with the teacher to ensure that all course materials and assessments were contextualised to reflect the needs of the Mununjali organisation and the Indigenous Youth population of the region.

Paperwork and funding issues arose throughout the program to do with various matters. High levels of communication between the two organisations were an important factor in overcoming these difficulties. Where possible, the Bremer Institute took responsibility for sorting through these issues, to enable fewer complications to the client.

Technologies and Delivery Method

Blended delivery (with print based materials) was a key component to making the delivery of the training both cost effective for the organisations and relevant for the participants.

¹ Jymbi is a shortened term meaning family (the full word is Jymbilung from the Yugambeh dialect).

Regular face to face sessions provided opportunities to discuss the materials; draw on real experiences and work through the learning activities. Delivery in a setting that was comfortable for the participants and at times scheduled around work/life balance was vital to the retention and completion rates.

Financial resources and partners

The program combined VET Revenue General (used to pay for teacher / tutor time and program materials) and IESIP funding paid the tuition fee component for the students.

Results and Benefits

Seven of the original participants completed the full Certificate III in Youth Work, with three students continuing to complete the Certificate IV in June of 2008. The staff of Mununjali have been made more aware of the role they can play in assisting young people to access services and feel supported, and a sense of pride and community has developed among the program participants. Having a group of qualified Youth Workers multiplies the scope of community work which can be undertaken by the centre.

Within the Bremer Institute, the success of the partnership with Mununjali has raised the possibility of adopting the same approach with other areas of interest, and current volunteers of Mununjali program have expressed an interest in studying Certificate III in Education Support (teacher aide qualification) through the Bremer.

Customer Quotes from Program Participants

"It was a personal goal for me to achieve something that means bigger things. Gives the kids an incentive to finish school – they thought I was pretty smart. It's important for the kids to see me doing this – instead of sitting around drinking – not all black people drink."

"It was better that we had someone who knows us. I felt comfortable to talk about things."

Lessons learned

The success of the Mununjali Jymbi program was a direct result of the adaptability of the Bremer Institute to work within the culture and needs of the community. A more flexible approach was required and regular communication levels were altered to suit the different emphasis of the Indigenous Culture. The cultural importance

placed on relationship building and trust was also a key factor throughout the development of the partnership.

A Holistic approach was taken with training, to provide opportunities for mentoring and support, personal development and acknowledgement of the participants' skills.

Awards

Mununjali was nominated by a peer organisation (Sector Recognition) in the Department of Communities, *Ministers Awards for Excellence in Workforce Development*, for outstanding commitment to creating a robust community and disability services sector through workforce development practices.

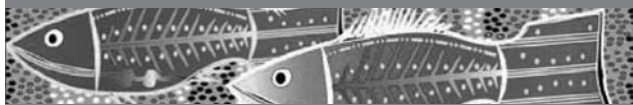
For More Information

For more information about The Bremer Institute of TAFE products and services, call the Faculty of Education and Community Services at (07) 3817 3032.

For more information, call Chris Clayton at (07) 3817 3030 or email christine.clayton@deta.qld.gov.au



Certificate II in Hairdressing offered by the Tasmanian Polytechnic



Summary

In the small city of Launceston in Tasmania, The Department of Employment and Workplace Relations (DEWR, now DEEWR) partnered with TAFE Tasmania (now the Tasmanian Polytechnic) to deliver a program which would support Indigenous students from enrolment stage, through their training and then into employment. The course aimed to meet training and employment needs which were represented in community consultation by TAFE Tasmania's Aboriginal Training Programs, feedback from the staff of the DEWR Structured Training and Employment Projects (STEP) program and information gathered around identified Skill Shortage areas.

TAFE Tasmania offered Certificate II in Hairdressing, employing an Aboriginal Hairdresser to deliver the course, and providing additional support to the funded course, as a pathway for students to gain employment into the industry.

Five of the ten students who completed the program have been employed as apprentices, with two more going on to further study.

The development of this delivery has also provided an excellent model for delivery of future courses.

Partner Profile

TAFE Tasmania partnered with Department of Employment and Workplace Relations to deliver this course as a joint training and employment initiative. Participants were also given the opportunity to work placement at various salons throughout Launceston.

Context

Launceston, which is located in the North of Tasmania, has a population of approximately 65,000 which equates to about 15% of the states population. Tasmania's Indigenous population, is relatively small with only 16,770 Aboriginal or Torres Strait Islanders across the whole state. Approximately 3400 of this number are aged between 15 and 24 years of age and roughly 15% of this age group attend tertiary education institutes (compared with 23% of non-indigenous population of the same age group).

Objectives

The overall aim of the program was to provide training which would lead directly to employment.

Finding the Right Partner

Aboriginal Training Programs is a state wide program of Tasmania Polytechnic which aims to provide all Aboriginal and Torres Strait Islander people with quality vocational education and training to suit their individual and/or community needs. Through this program, TAFE Tasmania were able to provide student support and co-ordinated literacy/numeracy support along with Job Seeker Skills Training. The TAFE Tasmania Hairdressing Team provided ongoing learning support.

Methodology

The program was offered as a result of extensive community consultation by the TAFE Tasmania's Aboriginal Training Program as well as input from DEWR's Indigenous Employment Program staff in relation to their Structured Training and Employment Projects (STEP) program.

Recruitment to the course was through advertising within the local Aboriginal Community, local High Schools and Job Network Providers. Participants were required to undergo the standard selection process; however this was modified to ensure cultural appropriateness.

The delivery of this program utilised a holistic approach to training – Participants were offered literacy/numeracy support throughout the training component of the course as well as job seeker training in Interview Skills & Techniques and Resume and Job application writing. An Aboriginal Hairdresser was employed by TAFE Tasmania to ensure understanding of the student's cultural background. All study materials were provided including uniforms and equipment and the course was free.

To encourage the employment of the course participants by the industry partners, a local Aboriginal Employment Outreach Officer visited the salons who offered job placement to explain the wage assistance package, offered by DEWR, which these businesses would attract if they were to hire any of the participants as an apprentice.

Technologies and Delivery Method

The course was delivered through a combination of face-to-face and work placement. Classes were delivered at Alanvale Campus, 3 days per week over a period of 24 weeks. The Hair and Beauty department at Alanvale Campus is a series of traditional classrooms, a simulated Beauty salon, a computer lab and a large simulated Hair salon where clients are booked in for various treatments.

At weeks 4 and 18, students undertook 1 week's practical placement in local salons where they were required to work as a full-time staff member to gain a better understanding of the Hair and Beauty Industry as well as have the opportunity to apply their training skills in a work environment.

Financial resources and partners

Funding for the course was provided by Indigenous Education Strategic Initiatives Program (funded student materials, uniforms, course delivery costs)

Structured Training and Employment Projects (STEP) program

Skills Equip – Office of Post Compulsory Education and Training, now Skills Tasmania, an independent statutory body responsible for the administration of the Tasmanian VET System.

Financial resources and partners

Funding for the course was provided by Indigenous Education Strategic Initiatives Program (funded student materials, uniforms, course delivery costs)

Structured Training and Employment Projects (STEP) program

Skills Equip – Office of Post Compulsory Education and Training (a branch of Department of Education, Tasmania)

Results and Benefits

Of the twelve students who commenced the course, ten successfully completed to obtain their Certificate II in Hairdressing. This certificate provides the students with a foundation for further study or a viable pathway to employment. Five of the students have gained full-time hairdressing apprenticeships and two students have gone on to enrol in selected units of the Certificate III in Hairdressing course.

The Aboriginal Hairdresser employed to deliver the course has also gained ongoing employment in the Hairdressing Program at the Tasmanian Polytechnic and gained her Certificate IV in Training and Assessment.

The personal benefits to the students have included an improved level of confidence and self-image, a positive educational experience, return to study and betterment of employment prospects, a hands-on experience in the Hair and Beauty Industry, a further understanding of their own culture.

Customer Quotes from Program Participants

"It's been life changing."

Course participant.

"This course was a lot different to school, it was more hands on, I was treated like an adult and I met lots of new people."

Course participant.

"I have a passion for Hairdressing and even more so now and I am determined to start my own business and be a credit to my community and the industry."

Course participant.

"We all have barriers to overcome and returning to study can be the start of a whole new outlook on life."

Course participant.

Lessons learned

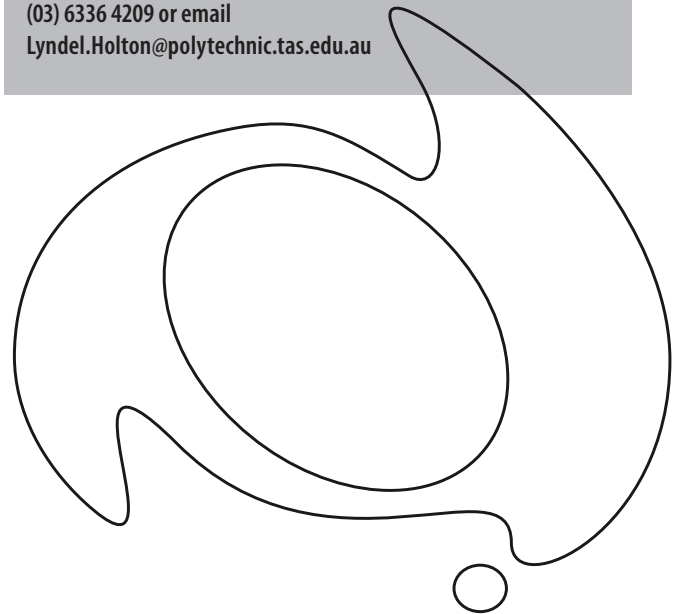
The Holistic training model developed to provide support from enrolment into employment is an excellent concept for future programs. This model has shown all involved the importance of offering a "complete" program and the success that can occur as a result.

The program offered current teachers a working example of the way towards Aboriginal students experiencing positive learning in a course with members of their own community, practical delivery and assessment, discreet literacy and numeracy support and a smooth, seamless transition from training to employment.

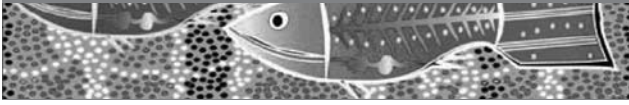
For More Information

For more information about Tasmanian Polytechnic products and services, call the general enquiries line on 1300 655 307 or visit the website at <http://www.polytechnic.tas.edu.au/>

For more information about Aboriginal Training Programs, Student Support & Development, call Lyndel Holton on (03) 6336 4209 or email Lyndel.Holton@polytechnic.tas.edu.au



Winjan Aboriginal Corporation & Challenger TAFE



Summary

Established in 2001, Challenger TAFE's Winjan Centre for Aboriginal Learning works with the Peel Region's Aboriginal community to deliver culturally-tailored training courses and establish new, sustainable enterprises.

The Winjan Centre utilises community capacity building, which not only revitalises Aboriginal culture for Aboriginal people in the Peel region, but also gives the entire population of the region, as well as tourists, opportunities to share in a rich and rewarding Aboriginal heritage.

Using flexible and innovative training methods, the centre is imparting marketable skills and knowledge to its students in a 'hothouse' of Aboriginal culture. The students are given the opportunity to put their new skills into practice through a cluster of community enterprises launched by the Winjan Aboriginal Corporation and Challenger TAFE students.

Partner Profile

Winjan Aboriginal Corporation is a not-for-profit organisation located on a large bush block on Pinjarra Road in Mandurah. The corporation has an established office where it seeks to assist the estimated 1,600 Aboriginal people living in the Peel Region.

In 2006 the Peel Development Commission provided Regional Development Scheme funding for the Peel Aboriginal community to implement strategies for independent income and long term sustainability.

Context

Peel is about 70kms south of Perth with a population of approximately 1,600 Aboriginal people. Prior to establishment of the Winjan Centre, the region had no central point for Aboriginal people to gather and share their culture, ensuring it was passed to future generations.

Unlike some Aboriginal communities in the outback whose culture had not been affected by urbanisation, Winjan Centre programs coordinator Ken Gwyer believed that the fast-growing urbanised nature of the Peel region had contributed to the dilution of Aboriginal tradition.

Objectives

Recognising that traditional Western methods of teaching would not succeed with the local Aboriginal population and even flexible learning methods were not appropriate, Challenger TAFE needed to come up with a different model of delivery.

The environment for learning and the courses developed needed to be flexible in a culturally-tailored way and project based, focusing on a learning style that involved discussion and concrete examples - methods proven to work best for Aboriginal people.

Finding the Right Partner

Challenger TAFE has a reputation for innovation and developing an Indigenous culture within their own organisation. Prior to 2004 they had begun a recruitment

campaign for trainee Aboriginal lecturers to ensure that Aboriginal students could be taught by Aboriginal teachers.

In response to the needs of the Peel community, Challenger established the Winjan Centre for Aboriginal Learning at a property owned by the Winjan Aboriginal Corporation.

The learning environment created at the Winjan Centre reflects Aboriginal culture, with artwork and artefacts on display, story-telling through pictures and images and an open and unstructured layout.

Methodology

Winjan Centre teaching staff proactively involved the local Aboriginal community in discussions about culturally-appropriate ways of learning.

A trip into the bush in 2002 to hunt dinner and yarn over a campfire was the perfect forum for Ken Gwyer and members of the Winjan Aboriginal Corporation Committee to discuss the community's needs and how Aboriginal people could be provided with the knowledge and skills to create enterprises or make the transition to further education.

As a result, the Winjan Centre was established to offer a mix of one-on-one and small group study opportunities. There were, however, teething problems that needed addressing, including administration issues, staff relationships and the requirements of the Australian Quality Training Framework.

Also, the site was not recognised as a TAFE campus at first and there was a lack of facilities. Additional funding was needed to make the venue suitable for training. Funding the programs was difficult as a fixed number of students had to be enrolled at the outset because of the impact on staff hours. This required some changes. The college systems had to be modified, for example: classroom and timetabling expectations. New models of management and different systems for educational programming were developed and authority had to be devolved to a certain extent.

Documentation for quality records and programs had to change along with using web mail instead of having to take attendance rolls back to campus every day. Management and staff were required to have a more contemporary approach to this paperwork.

Teachers had to take a different approach and be prepared to work outside the traditional 8.30am to 4.40pm shift to provide Aboriginal people with real life experiences.

Now, courses are delivered either at Winjan Centre or on cultural tours. The new delivery approach includes the extensive use of discussion and demonstration.

The program of study comprises Tourism (including qualifications in Natural and Cultural Heritage and Operations), Cultural Art, Conservation and Land Management, Hospitality, Horticulture, Construction, Business, and Work Access. Students can participate in:

- Guided tours, conducted both on-site and at schools, with a focus on cultural exchange and cultural awareness.
- Participation in festivals, such as the annual City of Mandurah's Crabfest, and art exhibitions, such as the Winjan Art Student Group Exhibition.
- Study tours of up to six nights held up to 1000km from Winjan Centre.

Community consultation has been a cornerstone of all course research, development and delivery. Traditional ways of interacting with the community will continue to be called on to plan the delivery, assessment and evaluation of new courses.

The profile of Winjan Centre has helped increase the involvement of Indigenous people in VET. The number of students enrolled in Aboriginal specific programs in the Peel region has more than quadrupled since courses began at the centre.

Technologies and Delivery Method

The Winjan Centre model is about flexible learning programs that adopt a project-based approach to delivery and assessment. The learning environment is non-traditional and purpose built for Aboriginal participation.

Utilising traditional ways of learning strengthens the learning experience for students and at the same time promotes the innovative partnership between Winjan Aboriginal Corporation and Challenger TAFE.

Financial resources and partners

The program has received funding from the State Government, Commonwealth Development Employment Projects, Work for the Dole program, local government small grants, local land developers' grants and the Rotary Club of WA. A number of community enterprise initiatives have grown from the program and income has been generated from guided tours and the sale of artwork as part of the training programs.

Results and Benefits

The Winjan Centre has been the catalyst for substantial growth in self-awareness and confidence within the Aboriginal community. Winjan is a central point of information for the Aboriginal community. This seems important but it is ambiguous. Do you mean that the number of people enrolled in courses at Winjan has quadrupled since courses began, or the number of people enrolled in Aboriginal courses at any institution in the Peel region has quadrupled?

The centre hosts regular visits to and from local and regional schools, art exhibitions, welcome to country presentations, community consultations and has featured in WA media.

Winjan graduates established the Winjan Cultural Tours which have catered for more than 7000 people a year and are part of local tourism packages.

The success of students has also encouraged many family members to enroll at Winjan.

Quotes

"For many local people, engaging with the Winjan students, it was their first contact with an Aboriginal person and the positive interaction is an immense step forward".

City of Mandurah mayor Paddi Creevey.

Lessons learned

Challenger had to ask themselves, "Where does our accountability stop?" in a teaching environment where people are looking for much more than conventional teacher-student interaction. In building a new approach Challenger developed a mutually beneficial relationship with Winjan, built on trust and understanding.

Awards

Challenger TAFE and the Winjan Centre were finalists in the 2007 Premiers Awards for Excellence in Public Sector Management, finalists for the WA Training Awards – Access and Equity Award and Ken Gwyer received an Outstanding Achievement Award in the Premiers Teacher of the Year Award.

For More Information

For more information about Winjan Centre products and services, call Ken Gwyer at 9534 7544 or email Ken.Gwyer@challengertafe.wa.edu.au



Koori Outreach Options for Learning (KOOL) Program & TAFE NSW Riverina Institute, Griffith Campus



Summary

In consultation with the Griffith Aboriginal Community, the Koori Outreach Options for Learning (KOOL) Program was initiated by TAFE NSW Riverina Institute, Griffith Campus, in partnership with local support agencies and organisations, to address the needs of 'at risk' Aboriginal Youth (aged 15–19) particularly those leaving school before completion of year 10 (NSW School Certificate).

As well as gaining a Certificate I in Access to Work and Training, students have the opportunity to utilise various social supports through the established network of the KOOL Program, which incorporates various health and community development agencies.

Since its establishment in 2000, TAFE NSW Riverina Institute has supported approximately 75 students through the one year program into further study or employment.

Partner Profile

TAFE NSW Riverina Institute has developed strong partnerships with varied local organisations to provide the KOOL Program participants with innovative and engaging projects. These partnerships have made it possible for participants to be involved with local Aboriginal organisations, youth agencies, local government agencies, art galleries, sporting groups, community groups and to join a range of committees such as the Koori Youth Group, Youth Advisory Board (YAB) of Griffith City Council and the Creative Riverina Youth Team (CRYT).

TAFE NSW Riverina Institute has also established partnerships with local agencies and organisations which extend beyond the learning environment to meet individual needs of the target group. Strong ties exist with the Griffith Aboriginal Medical Service; the Southern Riverina Youth Support Service; NSW Department of Community Services – Griffith Office; Griffith PCYC; NSW Department of Juvenile Justice – Griffith Office; Griffith City Council and Youth Off the Streets (YOTS). These partnerships enable a holistic approach to supporting the students.

Context

Griffith is a regional city in south western New South Wales, 570km north of Melbourne and 510km west of Sydney. Griffith is located in the heart of 'Wiradjuri' Country. In this area, 3.9% of the total population are Aboriginal, which is double the average rate of Aboriginal population throughout NSW. The overall unemployment rate of the Aboriginal population is 24%, eight times higher than that of the non-Aboriginal population. The rate for 15–24 year old Aboriginal people is higher again with 37% of this group unemployed.

Objectives

As a result of these high unemployment rates, young Aboriginal people in Griffith are disadvantaged with regard to employment, vocational and further tertiary educational opportunities.

The primary objective of the KOOL program is to provide opportunities for young Aboriginal people to gain knowledge, skills and abilities to continue with further education & vocational training and subsequently enter the workforce. This need

was identified through consultation and survey in 1999 and 2000 between the Griffith Aboriginal Community, the General Education Section of TAFE NSW Riverina Institute Griffith Campus and other local agencies which expressed concern regarding the lack of vocational opportunities for young Aboriginal people, particularly early school leavers (those who ceased education before year 10)

Finding the Right Partners

TAFE NSW Riverina Institute, Griffith Campus has been running the TAFE component of the KOOL Program since its inception in 2000. Partners are selected carefully to ensure they are able to work under the KOOL model in a culturally appropriate and youth friendly environment. It is imperative to assess each prospective partner and objectively look at their suitability.

The success of the program lies in the approach taken by the TAFE NSW Riverina Institute to have an intensive student focus and commitment to providing assistance to students to enable them to achieve their educational, vocational, and personal goals.

Teachers use strategies that are student-centred and flexible. Within the program, time is allocated to assist students to 'catch up' on work and the program coordinator meets regularly with staff to monitor student achievements and assess individual student needs for learning support. Absences are followed up personally and assistance offered to return to the program or to complete the work off campus.

Methodology

The KOOL Program does not assume that students can just check their problems at the classroom door before they start learning. The KOOL program not only meets the educational needs of the students but also offers additional support systems including case management, individual educational plans, referrals to appropriate agencies, accommodation options, court support and advocacy. Teachers and mentors in the KOOL program are part of a close network of social agencies, established during the planning stage of the program which continues to provide support as an integral part of the learning process.

The staff selection criterion ensures that teaching staff have the skills and abilities to work with the students. Cultural awareness and respect are essential to ensure students are provided with a positive learning environment. The teaching approach used in the KOOL program is collaborative and inclusive.

Students are attracted to the program through word of mouth, referral by family members, community and government organisations. The target group for the program is 'at risk' Aboriginal people aged 15–18 years. Priority is given to young people who are homeless, supervised by the Department of Juvenile Justice or under the care of Department of Community Services.

Technologies and Delivery Method

Delivery strategies include:

- Guest speakers including Aboriginal Elders
- Team teaching to meet the varied learning needs of the students
- Projects and/or themes to engage students in learning
- Industry visits / Excursions / Field Trips
- Experiential learning with practical community projects, demonstrations and activities
- Small and large group work
- Sports and other physical activities

The key principles supporting the educational component of the program are that learners have control over their learning; learning is relevant to real life experiences; learning is inclusive, cooperative and reflective. Classes are kept small (up to 12 students) and team teaching is used.

Financial resources and partners

The program is funded by the Aboriginal Education and Training Unit – TAFE NSW Riverina Institute, Griffith campus of TAFE NSW Riverina Institute and Youth Initiatives. Funding is re-applied for every 6 months.

Results and Benefits

On completion of the year long program, participants gain a Certificate I in Access to Work and Training. KOOL reports outstanding retention rates (93%) over the six year period to December 2006 with 83% completing the program. Pathways have been strengthened with an average of 87% accessing further education and 18% gaining employment after participating in this program.

As KOOL students have continued with study in higher certificate level courses, they have also progressed to employment in a range of vocational areas including health, building, plumbing, welding, environmental, education, arts, retail, automotive, horticulture and hospitality.

KOOL uses problem based learning with real problems, real risks and real successes. KOOL students learn that there are practical steps they can take in order to achieve their dreams. Students are mentored in finding alternatives and handling the emotional challenges of persistence and optimism. The students also gain a working knowledge of the available resources in the community and are much more likely to access these resources in the future.

In addition to the increased numbers of Aboriginal students who have completed the KOOL program and continue to study in other courses at TAFE NSW Riverina Institute, family members of KOOL students have also enrolled, further multiplying the Aboriginal student community of the TAFE.

The KOOL program benefits the local Aboriginal Community through increased educational/vocational pathways, opportunities to be engaged in learning after leaving school, provision of quality educational programs for 15–19 year old Aboriginal students, with a marked increase in unit and course completions.

Other community agencies, such as Griffith Aboriginal Medical Service and Southern Riverina Youth Support have also noted an increased number of young Aboriginal people accessing their services.

Customer Quotes from Program Participants

“I cannot speak highly enough of the KOOL Program. I have been involved in the program since its inception as a mentor, advisor and in more recent times as a teacher.”

“This innovative program is very responsive to the varying needs

of the participants and is creating pathways and opportunities for a significant number of Koori youth in Griffith.”

“It is so wonderful to see our KOOL students continue their studies at TAFE and make plans to find jobs or go onto further training.

“In short the KOOL program is changing the lives of Koori youth in Griffith.”

June Murray, Wiradjuri Elder

Lessons learned

Through Professional Development and the experiences and opportunities in the KOOL program, TAFE NSW Riverina Institute staff have improved their skills in working with young Aboriginal people, and gained an increased cultural awareness. Strong connections have formed between TAFE NSW Riverina Institute, Griffith Campus and the local Aboriginal Community.

Awards

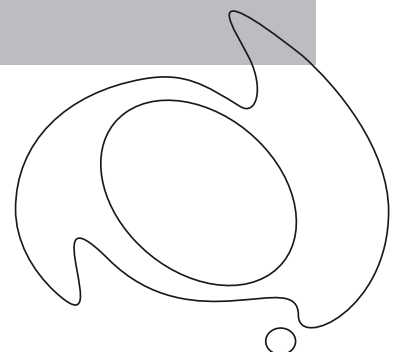
2003 TAFE NSW Quality Awards – Gold Award

2004 TAFE NSW Aboriginal Industry Partnership Award

For More Information

For more information about The TAFE NSW Riverina Institute products and services, call 1300 138 318 for your nearest campus.

For more information regarding the KOOL program, call Carolyn White on (02) 69 62 0414 or Alice Watts on (02) 69 620434 or email at Carolyn.White@tafensw.edu.au or Alice.Watts@tafensw.edu.au respectively.



Certificate IV in Community Service (Protective Care) offered at Southern Queensland Institute of TAFE

Cherbourg Campus

Summary

Cherbourg was originally established as a segregated and forced Aboriginal settlement. A Century later Cherbourg is now in the process of rediscovering, reclaiming and embracing its rich cultural heritage, and moving to create a healthy and safe community.

The Cherbourg Campus of Southern Queensland Institute of TAFE plays a vital role in this by providing culturally appropriate courses to over 300 residents per year. SQIT partnered with Sunshine Coast Institute of TAFE to deliver a successful Certificate IV in Community Services (Protective Care) in this small Aboriginal Community.

Partner Profile

The program is shared between Southern Queensland Institute of TAFE – Nurunderi Campus and Sunshine Coast Institute of TAFE in conjunction with Child Safety Service Centre – Kingaroy and the Cherbourg Critical Incident Women's Group.

Context

At the turn of the 20th century, the Salvation Army established the Barambah Aboriginal settlement at the site now called Cherbourg (renamed in 1931). The Barambah settlement covered 7000 acres (28 square kilometres) and was populated by an unknown amount of Aboriginal people who were forcibly relocated to the Cherbourg area from over 100 different tribes between 1900 to around 1930, under the 'Aboriginal Protection Act'¹. The appalling treatment of the Aboriginal people at Cherbourg (including the disallowing of tribal dialects and customs) led to an almost total loss of cultural heritage.

Today Cherbourg is a progressive Aboriginal Community, self-governed by the Cherbourg Aboriginal Shire Council which is made up of community members drawn from the community. The Council expresses a goal to see Cherbourg as the first completely self-sufficient Aboriginal community in Australia. The people have overcome the reprehensible treatment of the local origins and a century later are in the process of rediscovering their stolen heritage.

The Nurenderi Campus of Southern Queensland Institute of TAFE at Cherbourg is the only Queensland TAFE College built on designated aboriginal land and provides more than 60,000 hours of training to around 330 students per year. 'Nurunderi' is an aboriginal word that means 'Teacher sent by a Great Spirit'.

Today Cherbourg has a permanent population of around 2,500 residents. Its main tribal groups are the Wakka Wakka people (who originally lived in the area between Dalby and Maidenwell) and the Kullilli people (who originally lived in the area between Roma and Quilpie). Cherbourg is located off the Bunya Highway approximately 250 kilometre north-west of Brisbane.

Objectives

Cherbourg Critical Incident Women's Group initiated an action plan to set goals for overall community health and safety levels. To boost child protection resources, as this was seen as a critical need required by the Cherbourg community, the

community sought out Child protection training which could be tailored to suit their needs. The Community members required that the study facilities be available in the Cherbourg location, so they were still available to meet family and other commitments.

Finding the Right Partner

Southern Queensland Institute of TAFE provided the human resource of an Indigenous Student Support Officer to engage, support, mentor and coach students. The strong work performed in this role has encouraged high rates of attendance and retention. This is sustained by the equally supported relationship developed by the qualified teacher from Sunshine Coast Institute of TAFE with the students. The Indigenous Student Support Officer also coordinates the provision of tutorial support, case management for each student, and payment plans, as well as providing a valuable liaison between students and teacher.

Methodology

Various community organisations dealing with children and youth were invited to attend a series of meetings and information sessions to discuss the training needs of the community. The Cherbourg Child Protection Training Program also aligns with recommendations of the Queensland Skills Plan with regard to inclusiveness, alternative models for industry and training providers to work together, increased training for Aboriginal and Torres Strait Islander Communities

The program has the academic and practical application necessary to ensure the graduates are capable of bringing real changes to the community and are job ready to work anywhere in the state. Most of the participants are already employed in community organisations however this qualification will enable them to perform their roles with more confidence, broaden their job prospects and have the skills to mentor and support others in child protection work.

Technologies and Delivery Method

Face to face delivery was experiential and based on problem solving. Case studies reflected what would be seen in real terms by the qualified workers in the field. Work placement was used to assist participants improve their professional practice with supervision

Financial resources and partners

Funding was provided through Profile, Skilling Solutions Queensland and Commonwealth VET funding

Results and Benefits

The first and second block of training saw 24 students enroll and 20 Indigenous students from the Certificate IV course will engage in a Diploma of Prevention and Intervention program to commence in September of 2008. All participants are already employed in local organisations concerned with child protection, however this qualification will enable them to perform their roles with more confidence, broaden their job prospects and have the skills to mentor and support others in child protection work. Partnering with many community organizations has strengthened the role of the TAFE in the Cherbourg Community.

¹ The Protectionist Act laid the foundations of government policy regarding the segregation between Indigenous and Non-Indigenous peoples: Indigenous people, including children, were to be isolated on missions and government settlements well away from non-Indigenous society. This Act was not repealed in Queensland until 1965.

Customer Quotes from Program Participants

"We all found the program to be very informative and we will be able to utilize the knowledge and skills we have acquired here in our day-to-day roles."

Program participant.

Lessons learned

The partnership between Sunshine Coast TAFE (Lead Institute for Children's Services) and Southern Queensland Institute of TAFE has enabled training to be offered in Cherbourg that otherwise would not have been available. The partnership was successful and rewarding to Southern Queensland TAFE, Sunshine Coast TAFE and to the Cherbourg Community. This partnership has inspired SQIT and SCIT to establish more partnerships with other TAFE Institutes, to offer an even broader range of training.

Awards

Recognition of excellence awarded to SQIT and SCIT by the Department of Community Services.

SCIT program teacher awarded a commendation in the State of Queensland, Department of Education, Training and the Arts staff awards 2008.

For More Information

For more information about The Southern Queensland Institute of TAFE products and services, call the Toowoomba Campus on (07) 4694 1600.

For more information on the Nurunderi Campus at Cherbourg, call the campus office on (07) 4169 9999.

For more information on the Certificate IV program call Santina Schmoker on (07) 4169 9912 or email santina.schmocker@deta.qld.gov.au



Remote Area Teacher Education Program (RATEP) & Tropical North Queensland Institute of TAFE

Summary

RATEP has been operating throughout Queensland since 1993, supporting over 500 students in remote and regional locations to gain qualifications in teaching. Students are able to study Certificate III, Certificate IV and/or Diploma levels in order to gain teaching assistant qualifications through Tropical North Queensland Institute of TAFE, and Diploma graduates have the option to enter into second year studies at James Cook University to become fully qualified teachers on completion of a Bachelor of Education.

Partner Profile

The success of RATEP is completely dependent on a partnership between three major agencies – Tropical North Queensland TAFE, James Cook University and Education Queensland.

Other key stakeholders include the Queensland Aboriginal and Torres Strait Islander Educational Consultative Committee; the Torres Strait Islands Regional Education Committee; the Office of Higher Education as well as a variety of Aboriginal and Torres Strait Islander community councils as well as RATEP site advisory committees and the centralised RATEP Community Advisory Board.

Context

Tropical North Queensland covers the region in the Far North of Queensland to Cape York and includes the Australian Islands in the Torres Strait. Education Queensland has instigated, planned and supported various programs to enable Aboriginal and Torres Strait Islander entrants to become trained teaching assistants and fully qualified teachers. For those Aboriginal and Torres Strait Islander people living in remote areas who had to relocate for long periods of study the entrance rate for Indigenous people from remote areas has been very low, spurring investigation into alternative means of delivery.

In recent years the RATEP program has expanded to regional centres and currently there are 20 RATEP sites throughout Queensland, ranging from Murray Island (Mer) in the north to Toowoomba in the south and Mt Isa in the west of the state.

Objectives

As a result of investigation by Education Queensland, an aim was developed, to provide teacher education at remote locations through community based environments, which would meet the same graduating standards as current conventional education and offer culturally relevant content, structure and strategies. It is intended that graduates of the program will bring with them to their employment an in-depth personal knowledge of the cultural, linguistic and family backgrounds of the children they and their colleagues will be teaching.

Finding the Right Partner

Tropical North Queensland Institute of TAFE was a joint partner in the initiation and implementation of the program. TNQIT deliver Certificate III & IV as well as the Diploma of Education (ATSI). Students completing the Diploma course as part of the program gain entry to 2nd Year University at James Cook University to complete a

Bachelor of Education. TNQIT provide support to students throughout their program of study by offering added assistance through the enrolment process, teaching academic writing and computing skills.

Methodology

The premise of RATEP is to take the classroom to the student. Students are selected by a panel, based on criteria related to personal and academic stability. They also undertake literacy and numeracy assessments as part of the application process.

The course is open to Aboriginal and Torres Strait Islander adults who have completed Year 12 or an equivalent course of study. Applicants' suitability is rated against their interest in a teaching career, perceived commitment to study; literacy and numeracy skills; and any qualifications already obtained.

Technologies and Delivery Method

The program aims to deliver teacher education courses to Aboriginal and Torres Strait Islander students (in remote and regional based settings) through a variety of unique features and educational innovations, which include:

- Basing tertiary education facilities in remote Aboriginal and Torres Strait Islander communities;
- Using computer technology and the Internet as a method of course delivery;
- Using a diverse range of technology and written media as integrated components of the course materials;
- Using course content which is designed to be culturally appropriate; and
- Using on site Teacher Coordinators (who are qualified teachers) as a means of providing academic and administrative support for students.

Financial resources and partners

The Remote Area Teacher Education Program is primarily funded by State and Federal Government. The various stakeholders access funding from a number of entities including school communities. The program was also re-awarded a grant from the Christensen Fund in April 2009 to enable the continued development and delivery of RATEP teacher training courses to the smaller remote area Indigenous communities on Cape York Peninsula and the Torres Strait regions of Northern Australia.

Results and Benefits

RATEP has been an outstanding success since commencing in 1993 and is one of the key strategies towards the development of Indigenous teachers in Queensland. There have been over 100 graduates from the program who now possess a Bachelor of Education. Based on recent figures approximately 70% of these qualified teachers have remained teaching in Queensland. These graduates then bring with them to the schools in which they teach their personal experience and knowledge of cultural, linguistic and family backgrounds of remote Aboriginal Communities.

Lessons learned

The Program's success is a result of the strong relationships between its partners, which is created by working towards a common goal. The program's success is recognized nationally and internationally for its unique approach to continued education from Certificate III to university graduation, and provides a model of articulation for other industry areas.

Awards

2004 Premier's Award – for excellence in Public Sector Management

2002 DET Training Award – for Outstanding Program

For More Information

For more information about The Tropical North Queensland Institute of TAFE products and services, call the General Enquiries line on 1300 656 959

For more information regarding RATEP, call Ian Hodges on (07) 4042 2523 or email ian.hodges@deta.qld.gov.au



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