

Connection, Collaboration, Careers, Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017

Acknowledgement of Country

The Education and Training Directorate (the Directorate) acknowledges the Ngunnawal and the Wreck Bay peoples as the custodians of the lands on which our schools are located. We respect their continuing cultures and the unique contribution they make to the life of these regions and lands. We also acknowledge and respect that the Canberra region was, and still is, an important meeting place that is significant to many other Aboriginal Peoples and we extend that respect to the many Aboriginal and Torres Strait Islander peoples who now call the Canberra region home.

Artwork by Leah Brideson

This artwork reflects the ACT Education and Training Directorate Aboriginal and Torres Strait Islander Employment Action Plan through an interconnection of the self and support systems in education (central circles) and the four key concepts; Connection, Collaboration, Careers and Leadership (in blue). This interconnection represents reciprocal learning that strengthens two way relationships and understanding of Aboriginal and Torres Strait Islander cultures. The pathways running through the circles illustrate the many journeys, choices and opportunities throughout the education community, whilst maintaining a strong connection with identity and Country.

Message from the Director-General

I acknowledge the Ngunnawal and Wreck Bay peoples as the custodians of the lands on which our schools are located. The leadership and generosity of elders, past and present, and the collaboration with the Aboriginal and Torres Strait Islander community enriches our educational environments.

It is a great privilege to teach and to support the development of first-class schools. Quality and lifelong learning makes a real difference to the lives of students, families and the community. It is our responsibility to ensure that our students have access to powerful and relevant learning experiences.

To achieve this, it is crucial the Education and Training Directorate is representative of the ACT community. Increasing the number of Aboriginal and Torres Strait Islander employees and providing career pathways will help us to be more strategic.

Aboriginal and Torres Strait Islander employees play a key role in the education sector. They not only contribute as great teachers, school leaders, school support staff and administrative officers but also strengthen and develop our cultural integrity and our developing cultural connections with Aboriginal and Torres Strait Islander communities.

We each bring our own histories, perspectives and cultures to our profession. Diversity is a strength and helps us to build a rich, thriving learning community as a whole. It is vital that our workplaces attract, develop and retain high quality Aboriginal and Torres Strait Islander leaders and staff.

Inclusive workplaces are more dynamic, engaging and rewarding places to be. Essentially a quality workforce is about building capacity and practicing good people management. We cannot do this without actively seeking out future Aboriginal and Torres Strait Islander leaders. This also commits us to our values of respect, integrity, collaboration and innovation.

It is important that we identify our priorities and link our initiatives with actions and measurable targets. So, it is with a great sense of pride that I present *Connection, Collaboration, Careers, Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017* (Action Plan).

The Action Plan forms part of the commitment by the ACT Government to increasing the number of Aboriginal and Torres Strait Islander employees, through the ACT Public Service Employment Strategy for Aboriginal and Torres Strait Islander People 2011-2015, by providing clear career pathways and leadership opportunities.

On behalf of the Directorate I thank the ACT Aboriginal and Torres Strait Islander Education Consultative Group, the ACT Aboriginal and Torres Strait Islander Elected Body, the Education and Training Aboriginal and Torres Strait Islander Staff network and the Employment Action Plan Working Group for their commitment and collaboration during the development of the Action Plan. We look forward to working with all our partners to bring this plan to life.

Diane Joseph

Director-General

Introduction

The ACT Education and Training Directorate (the Directorate) believes that all young people in the ACT have the right to learn, thrive and be equipped with the skills necessary to lead fulfilling, productive and responsible lives. *Connection, Collaboration, Careers, Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017* (Action Plan) will provide a new pathway to link education, employment, choice and opportunities for Aboriginal and Torres Strait Islander peoples in the ACT.

The Directorate's Action Plan arises from the *ACT Public Service (ACTPS) Employment Strategy for Aboriginal and Torres Strait Islander People* (ACTPS Employment Strategy), launched in April 2011. The ACTPS Employment Strategy was developed in response to the *Report on the Outcomes of the ACT Aboriginal and Torres Strait Islander Elected Body Estimates-type hearings 2009*, recommendation that the "ACT Government implement a sector-wide Aboriginal and Torres Strait Islander recruitment, retention and employment strategy"¹.

The ACTPS Employment Strategy contained a number of actions for directorates, including the development of directorate specific employment action plans for Aboriginal and Torres Strait Islander peoples. The development of the Directorate's Action Plan was driven by Human Resources Branch and the Aboriginal and Torres Strait Islander Employment Action Plan Working Group, established in 2012. Extensive consultation and collaboration with the Directorate's Aboriginal and Torres Strait Islander Staff Network, the ACT Aboriginal and Torres Strait Islander Consultative Group

1. Report on the Outcomes of the Aboriginal and Torres Strait Islander Elected Body Estimates Hearing 2008-09, 2010 p.29

and the ACT Aboriginal and Torres Strait Islander Elected Body occurred at all stages in the development of the Action Plan.

The ACTPS is committed to more than doubling the number of Aboriginal and Torres Strait Islander employees by 2015. This would involve a whole of ACT Government approach to increase the number of Aboriginal and Torres Strait Islander employees across ACT directorates from 0.9 percent (176 employees) in 2010 to 2 percent (407 employees) in 2015. For the Education and Training Directorate this means increasing the number of Aboriginal and Torres Strait Islander employees from 57 (1 percent) (Education and Training Directorate 2013-14 Annual report) to 114 Or 2 percent (2015).

The Directorate's Action Plan is also aligned to the Indigenous Economic Development National Partnership as part of the "Closing the Gap" Council of Australian Governments (COAG) reform agenda commitment in 2008. This reform aims to increase Aboriginal and Torres Strait Islander representation to 2.6 percent, reflecting the projected Aboriginal and Torres Strait Islander share of the working age population. Research indicates that increasing Aboriginal and Torres Strait Islander employment rates leads to economic independence and autonomy, which has a positive impact on the health and education of young people. It also enhances self-esteem, allows individuals to explore their own aspirations, influences interaction at family and community levels and reduces social alienation.²

Aboriginal and Torres Strait Islander peoples are employed across the Directorate in a variety of roles, including teachers, school leaders, school support staff and administrative staff in central office. A strong focus of the Action Plan is to create opportunities for career development and to become an employer of choice in the ACT for Aboriginal and Torres Strait Islander peoples. To do this the Directorate will need to increase the number of Aboriginal staff moving into leadership and management roles as well as support pathways into teaching for new and current administrative staff. Identifying, attracting and retaining Aboriginal and Torres Strait Islander staff will play an important role in shaping the future direction of the Education and Training Directorate whilst ensuring the Directorate's workforce is representative of the broader ACT and Australian community.

A key component of the plan will be to support schools to build strong reciprocal relationships with Aboriginal and Torres Strait Islander peoples engaged in their school communities and create pathways into employment within the local community. Ensuring the Directorate's workplaces are culturally competent and respectful is crucial in both retaining Aboriginal and Torres Strait Islander staff and engaging with the local Aboriginal and Torres Strait Islander communities.

Cultural competence and connection will be progressively enhanced for all Directorate staff through professional learning and supervision opportunities, which will build the cultural integrity of all employees and the Directorate as a whole. This will be done by continuously engaging with and supporting genuine two-way relationships and interactions with the Aboriginal and Torres Strait Islander community.

2. Increasing Indigenous Employment Rates, Issues Paper no. 3, M Gray, B Hunter, S Lohar, March 2012, Closing the Gap Clearinghouse

1. MAKE THE ACT PUBLIC SERVICE (ACTPS) AN ATTRACTIVE WORKPLACE FOR ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

The Directorate is a dynamic workplace where Aboriginal and Torres Strait Islander people's world views are reflected in our workplaces. The Directorate embodies cultural integrity and promotes cultural diversity in everything we do.

Voices of Aboriginal and Torres Strait Islander and other staff across the Directorate:

What we would see:

Aboriginal culture in every aspect of school

An inclusive workplace where all staff engage in vibrant sharing of cultures within a community of learning

Aboriginal and Torres Strait Islander perspectives embedded in everything and not just key events

Posters of Aboriginal and Torres Strait Islander peoples in schools

Aboriginal and Torres Strait Islander peoples being part of school governance and decision making

Sharing Aboriginal knowledges with staff

Building relationships and work experiences opportunities

What we would feel:

Included, valued and supported – not just ticking boxes

1.1 Initiatives

Deliver cultural competency training programs for all staff across the Directorate

1.1 Responsibility

Human Resources

Learning and Teaching

1.1 Action

Through the provision of Human Resources Advice a cultural competence goal will be suggested for inclusion in Personal Development Plans (PDPs) for all staff

Promote cultural competency training opportunities for all staff across the Directorate

Promote additional training opportunities from across Directorates

1.1 Measureable Target

Cultural Awareness goal included in staff PDP's

Available cultural competency training programs promoted to staff

Percentage of staff participating in and updating cultural competency training within a two year timeframe

1.1 Ways of Knowing

...we are in a great position of strength to create the ripples of change...

All Directorate staff have a growing awareness of the values and needs of Aboriginal and Torres Strait Islander people

1.2 Initiative

Increase the number of Aboriginal and Torres Strait Islander identified positions across the Directorate

1.2 Responsibility

Human Resources

1.2 Action

Promote to principals and managers the process of identifying positions for advertisement

1.2 Measureable Target

By 2016 all schools will have at least one Aboriginal and Torres Strait Islander identified position on their staffing establishment

By 2016 there will be an additional four Central Office Aboriginal and Torres Strait Islander identified positions

1.2 Ways of Knowing

Respected

Genuine acceptance

1.3 Initiative

Promote and encourage registration for casual employment by Aboriginal and Torres Strait Islander peoples

1.3 Responsibility

Human Resources

Aboriginal and Torres Strait Islander Education Section

1.3 Action

Meet and discuss initiative with the ACT Aboriginal and Torres Strait Islander Elected Body and Aboriginal and Torres Strait Islander Consultative Group

Identify times to conduct information sessions with the Aboriginal and Torres Strait Islander community and provide assistance with completion of the application package

Consider offering free training to assist community members to develop the required workplace skills to competently and confidently apply for positions

Create a register of Aboriginal and Torres Strait Islander Casual Officers

1.3 Measureable Target

Information sessions conducted annually

Number of casual registrations resulting from information sessions

1.3 Ways of Knowing

...Promote us our way...

Promote casual staff who have identified as Aboriginal and Torres Strait Islander, to Principals, Business Managers and Managers

2. ATTRACT ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE TO WORK IN THE ACT PUBLIC SERVICE

The Directorate values authentic relationships with Aboriginal and Torres Strait Islander peoples and respects the contribution they make to the education community.

Voices of Aboriginal and Torres Strait Islander and other staff across the Directorate:

What we would see:

Showcasing Aboriginal and Torres Strait Islander cultures and Directorate officers visiting schools not just on important dates

Opportunities to build skills and career, leadership opportunities

Cultural awareness

Parent and community involvement

Functional and attractive work environment

Program development with community involvement

Community events advertised as part of the school calendar

Strong links with community – community mentoring

More males – as teachers and support staff

What we would feel:

Individuality in my role but still part of a team

Respected

Cultural safety for everyone

Respect prioritised

Empowerment

What we would hear:

Support and encouragement

(Asking me) to use my skills and knowledge to help train other teachers

Two-way learning – students, teachers, parents and community learning from each other

Respectful discussions

2.1 Initiatives

Advertise employment opportunities through a variety of media sources, including the Koori Mail, National Indigenous Times, ACT Aboriginal and Torres Strait Islander networks and community organisations

2.1 Responsibility

Human Resources

2.1 Action

Analyse results of advertising all vacant positions in the Koori mail and National Indigenous Times in addition to online job networks (ACT Indigenous Network/Habitat)

Update request to advertise forms to include additional advertising options in the drop down menu

The statement 'The Directorate is committed to providing employment pathways to Aboriginal and Torres Strait Islander peoples who are encouraged to apply' to be included in all positions advertised by the Education and Training Directorate

2.1 Measurable Target

Data collected on number of applicants to determine effectiveness end 2014

Forms updated end 2014

2.1 Ways of Knowing

...It's just a matter of seeing it happen...

2.2 Initiatives

Identify cadetships and/or scholarships for potential Aboriginal and Torres Strait Islander recruits

2.2 responsibility

Human Resources

Training and Tertiary Education

2.2 Action

Investigate the development of a Directorate specific Aboriginal and Torres Strait Islander Traineeship program:

- Identify costs of conducting an ETD Traineeship program
- Identify areas within the Directorate to support a trainee and/or cadet

2.2 Measureable Target

Existing programs investigated 2014

2015 business case developed for seeking support for implementation

2.3 Initiatives

Ensure plain English is used in all advertisements for ACT Public Service Positions

2.3 Responsibility

Human resources

2.3 Action

Review the wording of all advertisements to ensure the use of plain English

2.3 Measureable Target

Examples of plain English advertisements identified

2.3 Ways of Knowing

Deadly – language is important and the way you communicate makes a difference

2.4 Initiatives

Revise Human resources processes and forms to ensure applicability to all staff including Aboriginal and Torres Strait islander peoples, people with a disability, people from culturally and linguistically diverse backgrounds

2.4 Responsibility

Human resources

2.4 Action

Review the content of the casual registration package and Directorate HR forms to ensure cultural appropriateness, use of plain English and ease of understanding of information

2.4 Measurable Target

Wording in casual registration package updated end 2014

2.4 Ways of Knowing

This will establish the Directorate's commitment to recreating recruitment opportunities and career pathways for Aboriginal and Torres Strait Islander peoples

2.5 Initiatives

Consider the establishment of an Aboriginal and Torres Strait Islander Employment Team

2.5 Responsibility

Human resources

2.5 Action

Consider the number of positions required within the team

Identify responsibilities including leadership, development of a Cultural Competence Frameworks, implementation of Cultural Competency Training, cultural supervision, and responsibilities for the ongoing development and implementation of the Employment Action Plan

2.5 Measurable Target

Proposal developed end 2014

Positions established and recruited

2.5 Ways of Knowing

This will establish the Directorate's commitment to recreating recruitment opportunities and career pathways for Aboriginal and Torres Strait Islander peoples

2.6 Initiatives

An Aboriginal and/or Torres Strait Islander person must be on the recruitment panel when an applicant for a position has identified as an Aboriginal and/or Torres Strait Islander person, when recruiting to Aboriginal and Torres Strait Islander identified positions, or when position require Aboriginal and Torres Strait Islander knowledge

2.6 Responsibility

Human Resources

2.6 Action

Update Directorate recruitment guidelines to reflect requirements

Consider development of a register of Aboriginal and Torres Strait Islander staff willing to be considered for recruitment panels

Ensure identified staff complete selection panel training

2.6 Measureable Target

Recruitment guidelines updated 2014

Register considered and developed if appropriate 2014

100 percent of identified staff have received selection panel training 2014

2.7 Initiatives

Promote the Directorate as an employer of choice for Aboriginal and Torres Strait Islander peoples

2.7 Responsibility

Information, Communication and Governance

Human Resources

2.7 Action

Develop a comprehensive promotional campaign

Distribute material at key events hosted by Aboriginal and Torres Strait Islander communities and agencies

Distribute materials to all public colleges

Distribute materials to all tertiary and training institutions in the ACT

Publish materials on the Directorate website

2.7 Measureable Target

A comprehensive promotional campaign developed 2014

Materials distributed at key events annually, including the Indigenous Employment Expo, Multicultural Festival Indigenous Showcase, NAIDOC events

Materials distributed to all public high schools and colleges

Materials distributed to all tertiary and training institutions in the ACT

Materials published on the website

2.7 Ways of Knowing

An inclusive workplace where all staff engage in vibrant sharing of cultures within a community of learning

3. RETAIN ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE WITHIN THE ACT PUBLIC SERVICE

The Directorate supports and empowers Aboriginal and Torres Strait Islander employees by providing a culturally safe work environment, opportunities to participate in strategic decision making and opportunities to develop authentic relationships with their peers.

Voices of Aboriginal and Torres Strait Islander and other staff across the Directorate:

What we would see:

Community/family support when needed

Permanency

Promotion opportunities and opportunities for younger people

Opportunities to run staff professional development

Aboriginal and Torres Strait Islander staff in leadership positions

Continuity of programs and curriculum

Mentoring – staff training and support

Strong connections between Aboriginal and Torres Strait Islander staff in the workplace and the whole workforce – being part of a team

What we would feel:

Strong relationships

Being part of the puzzle, coming together as individuals to make the whole complete

Valued as a staff member, trusted and respected

What we would hear:

Support to be involved in community events and to share with staff

Our won knowledge valued in the workplace

Ideas being supported

3.1 Initiatives

Promote and support the Directorate Aboriginal and Torres Strait Islander Staff Network

3.1 Responsibility

Human resources

Aboriginal and Torres Strait Islander Education and Student Engagement

3.1 Action

Promote the Staff Network through All Staff Alerts and relevant forums

3.1 Measureable Target

The Staff network meets at least four times a year

The Staff Network is provided with opportunities to provide input into the development and implementation of the Directorate's Aboriginal and Torres Strait Islander Employment Action Plan

3.1 Ways of Knowing

The Directorate values and supports Aboriginal and Torres Strait Islander staff, students, families and communities

3.2 Initiatives

Use regular data collection to guide strategic decision making related to Aboriginal and Torres Strait Islander staff development

3.2 Responsibility

Human Resources

3.2 Action

Identify and build priority areas with the Staff Network

Request/collect data on a quarterly basis:

- Number of identified staff
- Areas of employment within Directorate
- Classifications of staff
- Professional goals
- Identify a consistent method of responding to all report requests
- Regularly promote the updating of diversity statistics

3.2 Measurable Target

Data collected annually and analysed to identify current and future focus areas for employment and training of Aboriginal and Torres Strait Islander staff

3.2 Ways of Knowing

...have a strong relationship with the workplace...

3.3 Initiatives

Identify areas of concern about workplace culture and opportunities for Aboriginal and Torres Strait Islander staff

3.3 Responsibility

Human Resources

3.3 Action

Conduct interviews with current staff to identify workplace 'themes' and any issues

Update exit surveys to extra relevant information

3.3 Measureable Target

All Aboriginal and Torres Strait Islander staff are given the opportunity to meet with a Human Resources staff member annually

Exit survey information analysed to determine any barriers to ongoing employment of Aboriginal and Torres Strait Islander peoples in the Directorate

3.3 Ways of Knowing

...safe, respected, supported, accepted...

...taking time to build trust and relationships and continually value the relationship...

3.4 Initiatives

Provide information on the Directorate intranet site on cultural leave provisions for Aboriginal and Torres Strait Islander staff

3.4 Responsibility

Human Resources

Aboriginal and Torres Strait Islander Education and Student Engagement

3.4 Action

Create an Aboriginal and Torres Strait Islander cultural information page on Index, including leave information

Raise awareness with principals and managers of availability of leave for Aboriginal and Torres Strait Islander staff

3.4 Measureable Target

Information page created and promoted end 2014-2015

Leave data analysed to determine leave taken end 2014

3.4 Ways of Knowing

Promote cultural awareness/diversity

3.5 Initiatives

Promote whole of Directorate employee participation in Aboriginal and Torres Strait Islander significant events, including National Reconciliation Week, NAIDOC Week, The Apology Anniversary, Sorry Day, Mabo Day, as well as leave provisions for Aboriginal and Torres Strait Islander staff to attend and participate in significant events

3.5 Responsibility

All branches

3.5 Action

Actively promote National Reconciliation Week and NAIDOC activities throughout the Directorate

Raise awareness with principals and managers of availability of leave for Aboriginal and Torres Strait Islander staff

3.5 Measureable Target

Percentage of staff across the Directorate participating in activities

Leave data analysed to determine leave taken

3.5 Ways of Knowing

...increase the promotion of success stories available in the Directorate Media...

3.6 Initiatives

Establish a network of trained mentors for new and existing Aboriginal and Torres Strait Islander employees and a network of trained buddies for new Directorate staff

3.6 Responsibility

Strategy, Research and Innovation

Human Resources

All sections and schools

3.6 Action

Investigate existing mentoring programs

Establish a Directorate mentoring program for Aboriginal and Torres Strait Islander employees

Establish a Directorate buddy system for new staff

3.6 Measureable Target

Mentor/buddy program developed end 2014

Appropriate mentors/buddies identified

Guidelines developed

Mentor/buddy program promoted to principals, managers and staff in 2015

3.6 Ways of Knowing

Collaboration – sharing together

3.7 Initiatives

Create work shadowing opportunities to develop skills in areas of need and interest and support exchanges and rotations of Aboriginal and Torres Strait Islander employees across the service and between Directorates

3.7 Responsibility

Human Resources

3.7 Action

Create a register of Aboriginal and Torres Strait Islander staff interested in work shadowing opportunities

Develop a register of Aboriginal and Torres Strait Islander staff interested in rotation and exchange opportunities

Identify barriers and solutions to staff undertaking opportunities

Work with branches to identify opportunities

Engage contacts across directorates to promote exchange opportunities

3.7 Measureable Target

Register developed June 2014

Guidelines developed end 2014

Opportunities promote 2015

Contacts established 2015

Opportunities promoted 2015

3.7 Ways of Knowing

...longevity of employment requires support to move to other sections/higher duties...

3.8 Initiatives

Provide opportunities for Aboriginal and Torres Strait Islander employees to gain or upgrade their qualifications, including consideration of higher degrees where a candidate researches an aspect of service delivery provided by the ACTPS to the Aboriginal and Torres Strait Islander community.

3.8 Responsibility

Learning and Teaching

Human Resources

3.8 Action

Identify staff wishing to upgrade their qualifications

Promote opportunities and availability of study leave

3.8 Measureable Target

Staff identified annually

Opportunities and available assistance promoted

3.8 Ways of Knowing

...I feel very supported, included and appreciated in my workplace...

3.9 Initiatives

Implement a program of cultural supervision (similar to mentoring, involving provision of advice and support to staff managing Aboriginal and Torres Strait Islander employees)

3.9 Responsibility

Human Resources

3.9 Action

Develop and promote an information package on cultural supervision to principals, managers and supervisors

Identify and create a register of available Aboriginal and Torres Strait Islander staff across Government and community who can provide cultural supervision

3.9 Measureable Target

Information package developed and promoted 2015

Register developed and promoted 2015

3.9 Ways of Knowing

...two way sharing, being transparent...

3.10 Initiatives

Investigate the development of a scholarship program for existing Aboriginal and Torres Strait Islander employees to undertake a teaching degree

3.10 Responsibility

Human Resources

3.10 Action

Investigate success rate of scholarship programs offered in other jurisdictions

Identify interest from Aboriginal and Torres Strait Islander officers within the Directorate

Investigate funding implications

3.10 Measureable Target

Program success rates evaluated 2015

If determined successful, proposal developed 2015

3.10 Ways of Knowing

...Support our individuality; we have our own knowledge...

4. BUILD CAPACITY BY PROVIDING CAREER DEVELOPMENT OPPORTUNITIES FOR ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYEES

The Directorate leads the ACT Public Service in providing opportunities for Aboriginal and Torres Strait Islander employees to develop their career pathway and achieve their career aspirations. The Directorate has high expectations for all staff in supporting the career aspirations of Aboriginal and Torres Strait Islander employees.

Voices of Aboriginal and Torres Strait Islander and other staff across the Directorate:

What we would see:

Support/opportunity to 'work experience' in other roles for a period of time to 'dip one's toe in the water'

Mentors that provide support and who are not Aboriginal and Torres Strait Islander

Trainee packages

Leadership opportunities

Identification of positions as an option

Information about career and work experience opportunities readily accessible

Aboriginal and Torres Strait Islander staff involved in a range of different activities across schools and central office

What we would feel:

Inspired to stay in my role

A belonging

Strong voices

Strongly connected and valued

What we would hear:

Career building, change ideas

Support for our own individuality

4.1 Initiatives

Ensure access to professional development programs is available for all Aboriginal and Torres Strait Islander employees

4.1 Responsibility

Learning and Teaching

Human Resources

Aboriginal and Torres Strait Islander Education and Student Engagement

4.1 Action

Conduct and analysis of Aboriginal and Torres Strait Islander professional development needs

Promote professional development opportunities to Aboriginal and Torres Strait Islander staff through the Education and Training Directorate Aboriginal and Torres Strait Islander Staff Network

Consider additional support for schools to assist the release of staff to attend appropriate professional development

4.1 Measureable Target

Analysis conducted and professional development needs identified annually

Professional development opportunities promoted and staff supported to attend

4.1 Ways of Knowing

...career building ideas, inspire me to stay in my role by offering exchange and training...

4.2 Initiatives

Ensure individual career pathways are developed for Aboriginal and Torres Strait Islander employees

4.2 Responsibility

Human Resources

Learning and Teaching

4.2 Action

Ensure all staff are aware of the requirement to have regular performance development conversations with their manager

Develop a career pathways planning document for Aboriginal and Torres Strait Islander staff to assist with identifying careers pathways within the Directorate

Identify Aboriginal and Torres Strait Islander staff interested in acting in short term vacancies and promote the availability to principals and managers

4.2 Measureable Target

Performance development requirements promoted to all staff annually

Career pathways document developed and promoted end 2014

Register developed for staff interested in short term vacancies end 2014

4.2 Ways of Knowing

...part of the puzzle, coming together as individuals, to make the whole complete...

4.3 Initiatives

Ensure that a proportion of positions available on management development programs are allocated to Aboriginal and Torres Strait Islander employees, even if not all criteria for acceptance to a program are met

IMPLEMENTATION, MONITORING AND REPORTING

The Aboriginal and Torres Strait Islander Employment Action Plan Working Group, Human resources Branch and the Directorate's Equity and Diversity Committee will oversee the implementation of Connection, *Collaboration, Careers, Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017*. Monitoring and reporting of the Action Plan will be coordinated through the Human Resources Branch. The Directorate will continue to work with the Aboriginal and Torres Strait Islander Education Consultative Group, and the ACT Aboriginal and Torres Strait Islander Elected Body throughout the implementation and evaluation of the Action Plan and seek advice and input from the Directorate's Aboriginal and Torres Strait Islander Staff Network. The Directorate's Aboriginal and Torres Strait Islander employment trends data will be collated and analysed to inform future directions and identify gaps in employment opportunities and career pathways.

Reporting on this Action Plan will be included in the Education and Training Directorate's Annual report and the ACT Aboriginal and Torres Strait Islander Elected Body Estimate-type Hearings as part of reporting requirements for the *ACT Public Service (ACTPS) Employment Strategy for Aboriginal and Torres Strait Islander People*

