ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT ACTION PLAN 2014-17
ABORIGINAL AND
TORRES STRAIT ISLANDER
EMPLOYMENT ACTION PLAN

2014-17
Acknowledgement of Country

The Education and Training 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.

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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 in 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 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 practising good people management. We cannot do this without actively seeking out future Aboriginal and Torres Strait Islander leaders and staff.

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

The ACTPS has 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 or 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 the family and community levels and reduces social alienation2.

Aboriginal and Torres Strait Islander people 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.

1 Report on the Outcomes of the ACT Aboriginal and Torres Strait Islander Elected Body Estimates Hearing 2008-09, 2010 p.29
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 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 continually engaging with and supporting genuine two-way relationships and interactions with the ACT Aboriginal and Torres Strait Islander community.
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 of Aboriginal knowledges with staff
- Building relationships and work experience opportunities

**What we would feel**

- Included, valued and supported – not just ticking the boxes

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</table>
| 1.1         | Human Resources Learning and Teaching | Deliver cultural competency training programs for all staff across the Directorate | Through the provision of Human Resources Advice a cultural competence goal will be suggested for inclusion in Personal Development Plans (PDPs) for all staff | Cultural Awareness goal included in staff PDPs | Respected
|             |                |        | Percentage of staff participating in and updating cultural competency training within a two year timeframe | Available cultural competency training programs promoted to staff | Genuine acceptance |
|             |                |        | Promote cultural competency training opportunities for all staff across the Directorate | Posts and posters of Aboriginal and Torres Strait Islander peoples | |
|             |                |        | Promote additional training opportunities from across directorates | Percentage of staff participating in and updating cultural competency training within a two year timeframe | |
| 1.2         | Human Resources | Increase the number of Aboriginal and Torres Strait Islander identified positions across the Directorate | Promote to principals and managers the process of identifying positions for advertisement | By 2016 all schools will have at least one Aboriginal and Torres Strait Islander identified position on their staffing establishment | Respected
<p>|             |                |        | By 2016 there will be an additional four Central Office Aboriginal and Torres Strait Islander identified positions | | Genuine acceptance |</p>
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| 1.3         | Promote and encourage registration for casual employment by Aboriginal and Torres Strait Islander people | Meet and discuss initiative with the ACT Aboriginal and Torres Strait Islander Elected body and Aboriginal and Torres Strait Islander Education 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 interested 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 | Information sessions conducted annually  
Number of casual registrations resulting from information sessions | ...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 be 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

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<td>2.1</td>
<td>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</td>
<td>Human Resources</td>
<td>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)</td>
<td>Data collected on number of applicants to determine effectiveness end 2014 Forms updated end 2014</td>
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<td>Update request to advertise forms to include additional advertising options in the drop down menu</td>
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<td>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</td>
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| 2.2 Identify cadetships, and/or scholarships for potential Aboriginal and Torres Strait Islander recruits | Human Resources Training and Tertiary Education | 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 | Existing programs investigated 2014  
2015 business case developed for seeking support for implementation |  |
| 2.3 Ensure plain English is used in all advertisements for ACT Public Service Positions | Human Resources | Review the wording of all advertisements to ensure the use of plain English | Examples of plain English advertisements identified | Deadly - language is important and the way you communicate makes a difference |
| 2.4 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 | Human Resources | 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 | Wording in the casual registration package updated end 2014 | This will establish the Directorate’s commitment to creating recruitment opportunities and career pathways for Aboriginal and Torres Strait Islander peoples |
| 2.5 Consider the establishment of an Aboriginal and Torres Strait Islander Employment Team | Human Resources | Consider the number of positions required within the team  
Identify responsibilities including leadership, development of a Cultural Competence Framework, implementation of Cultural Competency Training, provision of advice, cultural supervision, and responsibilities for the ongoing development and implementation of the Employment Action Plan | Proposal developed end 2014  
Positions established and recruited | This will establish the Directorate’s commitment to creating recruitment opportunities and career pathways for Aboriginal and Torres Strait Islander peoples |
| 2.6 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 positions require Aboriginal and Torres Strait Islander knowledge | Human Resources | 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 | Recruitment Guidelines updated 2014  
Register considered and developed if appropriate 2014  
100 percent of identified staff have received selection panel training 2014 |  |
| 2.7 Promote the Directorate as an employer of choice for Aboriginal and Torres Strait Islander peoples | Information, Communication and Governance Human Resources | 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 | 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 Directorate website | 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 in 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 a 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 own knowledge valued in the workplace
- Ideas being supported

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<td>3.1</td>
<td>Promote and support the Directorate Aboriginal and Torres Strait Islander Staff Network.</td>
<td>Human Resources Aboriginal and Torres Strait Islander Education and Student Engagement</td>
<td>Promote the Staff Network through All Staff Alerts and relevant forums</td>
<td>The Staff Network meets at least four times per year The Staff Network is provided opportunities to provide input into the development and implementation of the Directorate’s Aboriginal and Torres Strait Islander Employment Action Plan</td>
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<td>3.2 Use regular data collection to guide strategic decision making related to Aboriginal and Torres Strait Islander staff development</td>
<td>Human Resources</td>
<td>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</td>
<td>Data collected annually and analysed to identify current and future focus areas for employment and training of Aboriginal and Torres Strait Islander staff</td>
<td>have a strong relationship with the work place...</td>
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<td>3.3 Identify areas of concern about workplace culture and opportunities for Aboriginal and Torres Strait Islander staff</td>
<td>Human Resources</td>
<td>Conduct interviews with current staff to identify workplace ‘themes’ and any issues  Update exit surveys to extract relevant information</td>
<td>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</td>
<td>Safe, respected, supported; accepted...  ...taking time to build trust and relationships and continually value the relationship...</td>
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<td>3.4 Provide information on Directorate intranet sites on cultural leave provisions for Aboriginal and Torres Strait Islander staff</td>
<td>Human Resources, Aboriginal and Torres Strait Islander Education and Student Engagement</td>
<td>Create an Aboriginal and Torres Strait Islander cultural information page on Index, including leave information  Raise awareness with principals and managers of available leave</td>
<td>Information page created and promoted end 2014-2015  Leave data analysed to determine leave taken end 2014</td>
<td>Promote cultural awareness/ diversity</td>
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<td>3.5 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</td>
<td>All branches</td>
<td>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</td>
<td>Percentage of staff across the Directorate participating in activities  Leave data analysed to determine leave taken</td>
<td>increase the promotion of success stories available in Directorate Media...</td>
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| 3.6 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 | Strategy, Research & Innovation, Human Resources | Investigate existing mentoring programs  Establish a Directorate mentoring program for Aboriginal and Aboriginal and Torres Strait Islander employees  Establish a Directorate buddy system for new staff | Mentor/buddy program developed end 2014  Appropriate mentors/buddies identified  Guidelines developed | Collaboration – sharing together
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<td>3.7</td>
<td>Human Resources</td>
<td>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.</td>
<td>Register developed June 2014 Guidelines developed end 2014 Opportunities promoted 2015 Contacts established 2015 Opportunities promoted 2015</td>
<td>&quot;...longevity of employment requires support to move to other sections/ higher duties...&quot;</td>
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<td>3.8</td>
<td>Learning and Teaching Human Resources</td>
<td>Identify staff wishing to upgrade their qualifications. Promote opportunities and availability of study leave.</td>
<td>Staff identified annually Opportunities and available assistance promoted</td>
<td>&quot;...I feel very supported, included and appreciated in my workplace...&quot;</td>
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<td>3.9</td>
<td>Human Resources</td>
<td>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.</td>
<td>Information package developed and promoted 2015 Register developed and promoted 2015</td>
<td>&quot;...two way sharing, being transparent...&quot;</td>
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<td>3.10</td>
<td>Human Resources</td>
<td>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.</td>
<td>Program success rates evaluated 2015 If determined successful, proposal developed 2015</td>
<td>&quot;...Support our individuality; we have our own knowledge...&quot;</td>
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4. **BUILD CAPABILITY 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 of 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

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<td>4.1</td>
<td>Learning and Teaching, Human Resources, Aboriginal and Torres Strait Islander Education and Student Engagement</td>
<td>Conduct an analysis of Aboriginal and Torres Strait Islander professional development needs</td>
<td>Analysis conducted and professional development needs identified annually</td>
<td>...Career building ideas, inspire me to stay in my role by offering exchange and training...</td>
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<td>Promote professional development opportunities to Aboriginal and Torres Strait Islander Staff through the ETI Staff Network</td>
<td>Professional development opportunities promoted and staff supported to attend</td>
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<td>Consider additional support for schools to assist the release of staff to attend appropriate professional development</td>
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<td>4.2</td>
<td>Ensure individual career pathways are developed for Aboriginal and Torres Strait Islander employees</td>
<td>Human Resources Learning and Teaching</td>
<td>Ensure all staff are aware of the requirement to have regular performance development conversations with their manager, Develop a career pathways planning document for use by 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</td>
<td>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</td>
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<td>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</td>
<td>Human Resources Learning and Teaching</td>
<td>Identify Directorate specific management development programs, Work with coordinators of the Directorate specific programs to ensure positions are made available for Aboriginal and Torres Strait Islander Staff</td>
<td>Programs and available places promoted to Aboriginal and Torres Strait Islander staff, Number of participants, Number of staff in leadership positions</td>
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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, Career, Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-17*. Monitoring and reporting of the Action Plan will be coordinated through the Human Resources Branch. The Directorate will continue to work with the ACT 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 arrangements for the *ACT Public Service (ACTPS) Employment Strategy for Aboriginal and Torres Strait Islander People*. 
GLOSSARY

Cultural Supervision

Culturally responsive supervision is about both cultural accountability and cultural development. It ensures that the aspirations of all cultures are respected and explored within the supervisory relationship and that services are delivered through culturally respectful, effective and acceptable practices.

Cultural competence and integrity

‘Cultural competence’ and ‘cultural integrity’ are terms that are used broadly across the education sector. The definition used in the Action Plan ‘sees’ a distinct but cumulative relationship between cultural awareness (knowing), cultural sensitivity (appreciating), cultural competence (practicing and demonstrating) and cultural integrity (embedding as organisational practice). It requires the ability to ‘see’ issues and experiences from another person’s perspective and to know oneself in a cultural context – that is to understand oneself as a cultural being. Cultural integrity is part of a developmental process and journey, underpinned by relationships. It is lifelong learning and evolves over time.

Identified positions

In the Australian Capital Territory under the Public Sector Management Standards 2006 effective 6 July 2013, ‘Eligibility for an identified position must be restricted to –

a) An Aboriginal person or Torres Strait Islander person; or
b) A person who has a disability’

Two specific selection criteria have been developed which reflect the requirements of an Aboriginal and Torres Strait Islander identified position in the Directorate’s Administrative Staff Selection Manual (2008).