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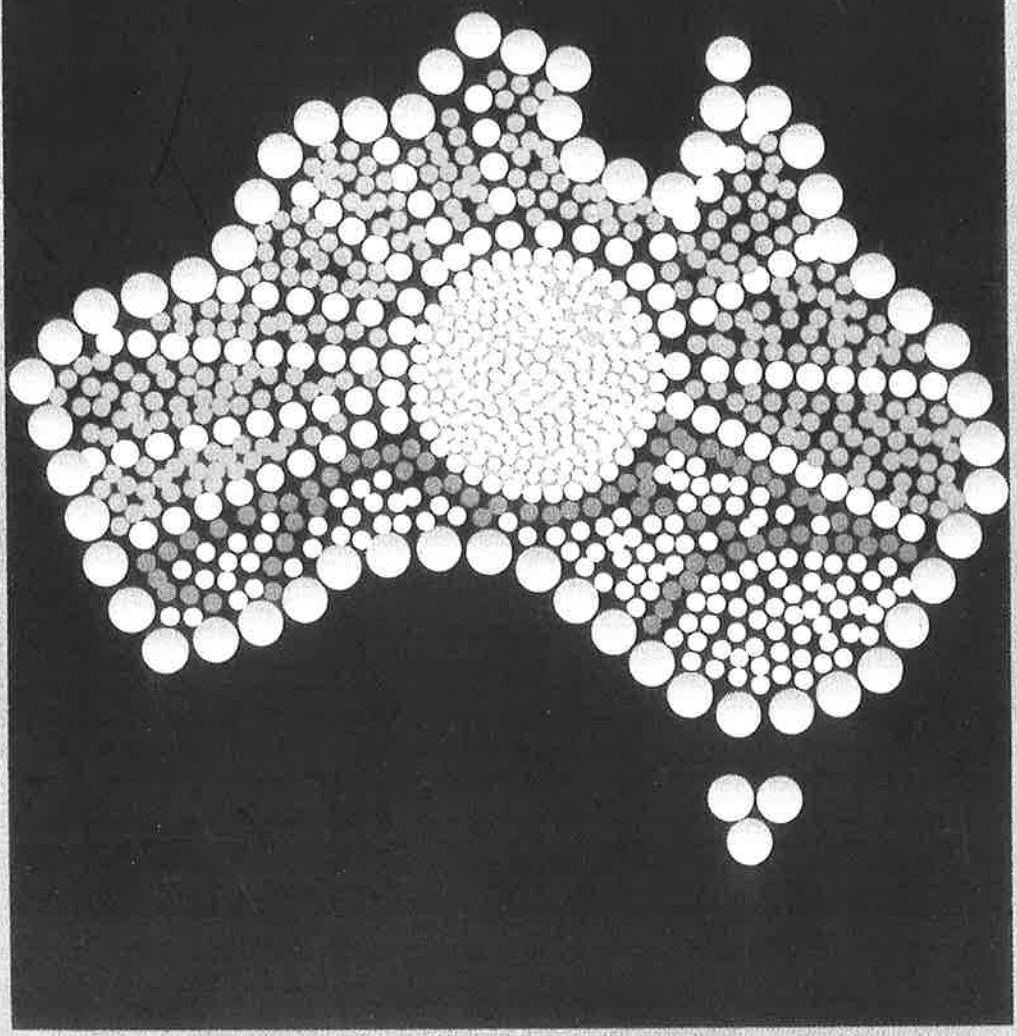
A NATIONAL STRATEGY FOR THE EDUCATION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES 1996 - 2002



MINISTERIAL COUNCIL ON EDUCATION, EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

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A NATIONAL STRATEGY FOR THE EDUCATION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

1996 - 2002

MINISTERIAL COUNCIL ON EDUCATION, EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

To the Ministers for Education, Employment, Training and Youth Affairs

It is with pleasure that I present *A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples* for the early childhood, schooling, vocational education and training, and higher education sectors.

Our work has its foundations in the current Operational Plans and strategies for all State and Territory education and training providers as well as the recommendations of the National Review of Education for Aboriginal and Torres Strait Islander Peoples. We took the discussion and recommendations of the Review and cross-referenced them to system and institutional plans to arrive at a national strategic plan which we believe is outcomes-focused and achievable through to the year 2002. We also worked to the 21 goals of the National Aboriginal and Torres Strait Islander Education Policy. We have re-aggregated these goals into eight priorities contained in a *Collaborative Action Plan* for each sector of education and training. This plan specifies the key outcomes, strategies and performance measures in a framework which includes arrangements for implementation and review.

It should be particularly noted that the *Collaborative Action Plan* is not the beginning of actions, nor that the timelines for outcomes should take as long as stated. Notwithstanding that there is still very much more to do, it must be recognised that all providers and many individuals and groups have made significant progress on programs and outcomes over the last ten years.

The outcomes presented are not intended to be exhaustive of all action to be carried out by education and training providers. In our opinion they are the core outcomes that require national agreement to advance the aims and goals for the National Aboriginal and Torres Strait Islander Education Policy across Australia. We acknowledge that each State and Territory or the Commonwealth has the right to determine their own actions through negotiation with their Indigenous community. In fact, only they can be completely aware of all the needs of their Indigenous communities which vary greatly from the most remote to the most urban environments. It is absolutely necessary that each State and Territory or the Commonwealth own their own decisions and actions if outcomes are to be achieved.

Every member of the Taskforce had connections to their own systems and networks at State, Territory or National level. Each State and Territory established reference groups which brought together several hundred more interested and involved people across the country who now all have ownership of this document.

It has been my honour and privilege to be involved with all the people who so actively engaged in the process. On their behalf, I commend *A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples,* to all Ministers for Education, Employment, Training and Youth Affairs for the States, Territories and Commonwealth.

The Taskforce recommends :

a That MCEETYA endorses *A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples* and agrees to seek additional funding to print and distribute the document.

b That all State/Territory and Commonwealth Ministers acknowledge that they and their governments have a clear responsibility to implement the following eight priorities which incorporate the 21 goals of the National Aboriginal and Torres Strait Islander Education Policy:

- to establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making;
- to increase the number of Aboriginal and Torres Strait Islander people employed in education and training;
- to ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services;
- to ensure participation of Aboriginal and Torres Strait Islander students in education and training;
- to ensure equitable and appropriate educational achievement for Aboriginal and Torres Strait Islander students;
- to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students;
- to provide community development training services including proficiency in English literacy and numeracy for Aboriginal and Torres Strait Islander adults; and
- to improve NATSIEP implementation, evaluation and resourcing arrangements.

c That, to meet the above responsibilities, all Ministers support the achievement of the outcomes proposed by the Taskforce for the early childhood, schooling, vocational education and training and higher education sectors.

d That State and Territory Ministers endorse the strategies proposed by the Taskforce and agree that all systems within their legislative responsibility will examine these strategies and implement them in ways appropriate to their particular State or Territory.

e That each State & Territory Minister agrees to the preparation of system Annual Reports on Aboriginal and Torres Strait Islander Education and Training which will report on the outcomes and performance measures established by the Taskforce. Ministers should note that such a report should be in a form to maximise reporting to the Aboriginal and Torres Strait Islander community.

f That State and Territory Ministers acknowledge that the Commonwealth, in partnership with the States and Territories, will negotiate in future discussions the development of clear guidelines for education and training providers in developing appropriate NATSIEP operational plans, requirements for reporting and review, and allocation of State/Territory and Commonwealth NATSIEP funds.

Dr Paul Hughes AM FACE
CHAIR,
MCEETYA TASKFORCE FOR THE EDUCATION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

November 1995

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The Taskforce for Education for Aboriginal and Torres Strait Islander Peoples began with the recommendations from the National Review of Education for Aboriginal and Torres Strait Islander Peoples. The Review recommendations have been cross-referenced to the 21 goals of the National Aboriginal and Torres Strait Islander Education Policy (NATSIEP). In addition, we have recommended reforms in the implementation, evaluation and arrangements across all of the goals.

Because of the repetitive nature of the 21 goals of the NATSIEP, this report has aggregated them into seven priorities for action. The seven priorities are based on the framework set by the Commonwealth for reporting on State and Territory Strategic Plans. The seven priorities are:

1. *to establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making;*
2. *to increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training;*
3. *to ensure equitable access for Aboriginal and Torres Strait Islander students to education and training services;*
4. *to ensure participation of Aboriginal and Torres Strait Islander students in education and training;*
5. *to ensure equitable and appropriate educational achievement for Aboriginal and Torres Strait Islander students;*
6. *to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students; and*
7. *to provide community development training services including proficiency in English literacy and numeracy for Aboriginal and Torres Strait Islander adults.*

An eighth priority is:
to improve NATSIEP implementation, evaluation and resourcing arrangements.

The report includes a *Collaborative Action Plan* which specifies a range of key agreed outcomes for each priority for each sector of education, including:

- early childhood education services;
- schooling;
- vocational education and training including adult and community education services; and
- higher education.

Detailed strategies for implementation and performance measures accompany each outcome.

The outcomes indicated are not intended to be exhaustive of all action to be carried out by education and training providers. They are the core actions that need national agreement to advance significantly the aims and goals for the NATSIEP across Australia by the year 2002. We acknowledge that each State and Territory or the Commonwealth have the right to determine their own action plans negotiated with their Indigenous communities. The Taskforce emphasises the above as important because only by each State and Territory or the Commonwealth 'owning' their own decisions and actions will outcomes be achieved and maintained.

We draw to your attention two areas of the terms of reference that the Taskforce has not been able to fully address. Firstly, we were unable to provide complete detail on administrative arrangements due to the bi-lateral negotiations being conducted by the Commonwealth separate to the Taskforce. As a result we are not able to be definitive on the resources to be applied to operations. Further work is needed to cross-reference this report with bi-lateral agreements if national principles are to be developed for the future.

Secondly, we have not been able to detail actions necessary to integrate education and training processes with those of other functional areas such as health, welfare and employment. We have indicated the need for strategic alliances with other agencies where appropriate but more is needed. We suggest that providers pay particular attention to action outlined in the various national reports from other portfolio areas and promote inter-agency collaboration at the delivery point of education and training programs.

The membership of this Taskforce has included both State, Territory and Commonwealth systems directly connected to Ministers and a range of independent providers and advisers. This national strategy is primarily aimed at the system providers but we would suggest that the actions proposed are also applicable to independent providers of education and training services.

The following is a summary of the key actions for all sectors of education and training.

PRIORITY 1

Long-term goals of involvement and self-determination have been pursued by Aboriginal and Torres Strait Islander peoples for many years, and are supported by all Australian governments. There is a particular need for reforms at the point of the delivery of the education and training programs, recognising the diversity of Aboriginal and Torres Strait Islander communities and the continued trend of devolution of the management of education and training services.

There is a need for greater coordination of arrangements for Indigenous involvement to enable all members of communities to pursue shared interests and create partnerships in Aboriginal and Torres Strait Islander education on a local, district, regional, institutional, State and Territory or national level, if they wish. To implement these arrangements, strategies are needed which guarantee such involvement.

State, Territory and local Aboriginal Education Consultative Groups (AECGs) are one way of achieving Indigenous involvement and independent advice. However, they are not the only way in which the aim of Indigenous involvement can be attained. In fact, a reliance only upon such groups may disenfranchise many Indigenous leaders of other local agencies, parents and students at the day-to-day local level including those employed within education providers simply because they are not included. There is a need for each State and Territory and the Commonwealth to develop arrangements that allow for more involvement of Indigenous people in the day-to-day business of early childhood education, schooling, vocational education and training and higher education.

Arrangements can be expected to vary greatly to enable any education and training agency to develop effective Ministerial arrangements and internal advisory structures. Some arrangements will continue supporting totally elected, independent groups, whilst others might initiate councils or boards that involve a range of membership. This is the prerogative of each State and Territory or the Commonwealth and needs to be negotiated by each Minister of Education and Training with their own Indigenous community.

At the national level, a new autonomous Indigenous Education and Training advisory body should be formed by July 1, 1996 as principal adviser to the Commonwealth Government. The new body should retain independence but by negotiation be supported by the Commonwealth.

Arrangements for a partnership in national planning and review should be negotiated under the following principles:

- all Aboriginal or Torres Strait Islander membership with representatives determined by their own peak bodies or associations;
- be independent from, but work in partnerships with, government;
- facilitate and coordinate the development of national policies;
- negotiate the implementation of the strategies under the principles of self determination, social justice and reconciliation; and
- develop cooperative partnerships with other agencies to allow for a more holistic approach to Aboriginal and Torres Strait Islander education and training.

The key outcomes for Priority 1 are:

- Aboriginal and Torres Strait Islander membership on education and training advisory and management committees;
- coordinated Aboriginal and Torres Strait Islander advisory structures;
- Indigenous involvement in the development, implementation and review of education and training policy, management plans, curriculum and review;
- training of Aboriginal and Torres Strait Islander staff in policy, planning and review;
- cross-cultural awareness for all people involved in education decision-making;
- self-management of education and training services in identified communities; and
- Aboriginal and Torres Strait Islander control of Aboriginal and Torres Strait Islander research.

PRIORITY 2

While there has been an increase in the numbers of Indigenous people working in the ancillary and para-professional areas of education, the numbers of professional people remain limited. Numbers of Indigenous teachers in secondary schools and in higher education institutions are particularly low. The strategies call particularly for the development of identified employment plans based on affirmative action along with training and development support.

Employment is recognised by Taskforce members as being a key factor to break the vicious negative circle of social factors in which Indigenous Australians are caught.

The key outcomes for Priority 2 are:

- increased numbers of professional Aboriginal and Torres Strait Islander staff employed in education and training in priority areas;
- improved employment conditions for AIEWs;
- equitable employment conditions for all Aboriginal and Torres Strait Islander people employed in education and training; and
- appropriate recognition and payment of Aboriginal and Torres Strait Islander people working in education and training on a sessional basis.

PRIORITY 3

Issues of equality of access are closely intertwined with equity of participation, which is the fourth priority. For the purposes of this report, access is defined more in terms of physical access to educational services, with other barriers such as cultural inappropriateness to be addressed in priority 4. In addition, access is more than bringing existing forms of education to remote areas. Access also needs to be provided through appropriate education to the diverse opportunities actually or potentially available in Aboriginal and Torres Strait Islander communities.

Ensuring equitable access to education and training services requires more than merely gaining entry to mainstream programs. Indigenous Australians require an education which enables them to achieve their cultural and academic potential in Indigenous terms as well as in mainstream academic and technological skills.

The key outcomes for Priority 3 are:

- quality education and training facilities;
- extended residential provision for Aboriginal and Torres Strait Islander students where appropriate;
- optimum use of open learning technologies;
- improved articulation of learning pathways between schooling and post compulsory education and training;
- improved provision for transient Aboriginal and Torres Strait Islander students; and
- investigation into the feasibility of an Indigenous university.

PRIORITY 4

There are significant variations in the trends of participation by Aboriginal and Torres Strait Islander peoples in the respective sectors of education.

The following outcomes call for early intervention on health and welfare issues and the development of counter-racism procedures. In all of the processes it is necessary that the heritage and identity of Indigenous students is continuously affirmed. Programs that provide training and development for teachers at both pre-service and inservice are essential.

The key outcomes for Priority 4 are:

- improved participation of Aboriginal and Torres Strait Islander children in pre-school;
- early identification and intervention in response to health and welfare needs of Aboriginal and Torres Strait Islander children;
- education and training services affirm student identity, self-value and capacity to succeed;
- all staff and students recognise that racist practices in education and training are unacceptable;
- increased numbers of teachers and managers to meet the learning needs of Aboriginal and Torres Strait Islander students;
- more Aboriginal and Torres Strait Islander parents and caregivers actively involved in all aspects of their children's education;
- increased participation of Aboriginal and Torres Strait Islander students in the full range of subjects in senior secondary schooling, higher level award studies and employment-focused courses; and
- culturally appropriate education and training opportunities in prisons and youth detention centres.

PRIORITY 5

There are tensions between what is 'equitable' and what is 'appropriate' educational achievement. In simple terms, the tensions are between whether education and training develops skills for the mainstream or for cultural transmission.

Equitable and appropriate achievement for Aboriginal and Torres Strait Islander students requires more than just succeeding at the same rate as non-Indigenous students on the usual quantitative performance indicators. For Aboriginal and Torres Strait Islander students, the cultural dimension that they require in their education must not be overlooked. Programs must ensure that their teachers use culturally inclusive methodologies and provide an education to Indigenous students which develops and strengthens their identity and cultural values.

Literacy and numeracy skills are also crucial pre-conditions for achievement across all learning areas and are a major priority for action. The Taskforce emphatically supports the following as the single most important necessity for successful academic outcomes.

We are convinced that there will be no substantial improvement in educational outcomes for Aboriginal and Torres Strait Islander students unless there is a concentrated effort and a major investment in literacy development by the Commonwealth and the education providers, beginning in pre-school and continuing through the early childhood years and beyond. (National Review of Education for Aboriginal and Torres Strait Islander Peoples: Final Report, page 91)

Equally as crucial is the need for all teachers and lecturers involved with Aboriginal and Torres Strait Islander students to be provided with training in Indigenous studies and particularly aware of the education and training needs of Indigenous students.

Whilst recognising variations between States and Territories in the implementation of the Statements and Profiles, it is essential that some consistent reporting and monitoring process be available. Year 12 results and completion rates in vocational education and training and higher education will be key measures in the post compulsory years.

The key outcomes for Priority 5 are:

- increased proficiency of Aboriginal and Torres Strait Islander students in Standard Australian English and numeracy;
- improved achievement levels of Aboriginal and Torres Strait Islander students in the key learning areas of schooling and in priority subjects and disciplines in post compulsory education and training;
- increased numbers of Aboriginal and Torres Strait Islander students successfully complete Year 12 or equivalent; and
- increased numbers of Aboriginal and Torres Strait Islander students gain employment after participation in education and training.

PRIORITY 6

Aboriginal studies and Torres Strait Islander studies have been identified as essential elements of the curriculum in Australian schools in national policy statements through the *Common and Agreed National Goals for Schooling in Australia* and the NATSIEP. The outcomes and strategies presented in this document expand the above across all sectors of education.

There are three recommended approaches for Aboriginal studies and Torres Strait Islander studies which can be implemented separately or in combination:

- a discrete course or subject;
- units within other subjects; or
- across-the-curriculum in each key learning area or subject discipline.

Our strategies are particularly aimed at advancing knowledge of Indigenous culture, language and history. We consider it essential that Indigenous communities have access to their own language in education programs and that Indigenous perspectives are incorporated into all aspects of the learning areas or disciplines provided.

The key outcomes for Priority 6 are:

- all Australian students have a knowledge of Aboriginal and Torres Strait Islander cultures;
- more Aboriginal and Torres Strait Islander students have access to quality accredited Indigenous language programs;
- the national LOTE framework values and includes Aboriginal and Torres Strait Islander languages;
- Aboriginal and Torres Strait Islander perspectives and reconciliation strategies permeate the curriculum;
- studies of Aboriginal and Torres Strait Islander people and cultures will be embedded within and across the curriculum of all sectors of education and training;
- all Australian universities will offer Aboriginal studies or Torres Strait Islander studies; and
- all graduating Australian teachers will have a qualification which includes units in Aboriginal and Torres Strait Islander studies.

PRIORITY 7

This priority is accorded a particular place in recognition of the need for all adults to have command of literacy and numeracy in today's society. Unfortunately, because of the lack of previous education and training services, many Indigenous adults have been deprived of these skills. In today's world of Indigenous self-management and ownership of community services, the need for these skills and community development training has never been greater.

The key outcomes for Priority 7 are:

- employment, self-management and self-determination in education and training services will be achieved in identified communities;
- improved coordination of Aboriginal and Torres Strait Islander community education and training services;
- increased availability of community based literacy and numeracy programs;
- improved English literacy skills in Aboriginal and Torres Strait Islander communities; and
- strategic alliances with other services to develop wide ranging community development skills.

PRIORITY 8

At the MCEETYA meeting in May 1995, all Australian governments re-affirmed their commitment to implement the NATSIEP. Through cooperative arrangements covering educational planning and review they aim to achieve the Policy's 21 goals by the year 2002.

A range of reforms is proposed to improve and streamline the implementation arrangements for all education and training sectors. These reforms include:

- the formation of Indigenous advisory mechanisms as described in priority 1;
- triennial Operational Plans prepared by education and training providers will be the primary planning mechanism for implementation of the nationally agreed outcomes and strategies;
- Operational Plans will have a much greater focus on educational outcomes than on process and information input; and
- the *Collaborative Action Plan* will replace the need for State and Territory strategic plans and performance appraisals, thereby eliminating the duplication which currently exists between strategic and operational plans.

Aboriginal and Torres Strait Islander communities have called for more open and public information about Indigenous students' achievement at local, State and Territory and Commonwealth levels. The Taskforce asserts that the primary purpose for reporting and review within the NATSIEP is to improve practices in teaching and learning outcomes for Aboriginal and Torres Strait Islander students. Reform in this area is a major imperative over the next five years.

An agreed national reporting framework will:

- focus on the 8 priorities determined by the Taskforce;
- be consistent and coordinated with other reporting mechanisms such as the Annual National Report on Schooling; and
- systems and agencies in receipt of IESIP funding report annually against selected quantitative and qualitative performance indicators under Priorities 1 to 7 and others which reflect local priorities documented in triennial operational plans.

Ministers have already agreed that 1996 will be a 'baseline' year for the documentation of performance measures, financial effort and service standards, and a transitional year for changes in funding arrangements.

A number of initiatives will need to be implemented early in 1996 to provide clear guidelines for education and training providers in the preparation of Operational Plans, reporting requirements and allocation of funds. These initiatives will be negotiated in the context of bi-lateral negotiations between the Commonwealth and States and Territories to accelerate the reform process.

The key outcomes for Priority 8 are:

- Aboriginal and Torres Strait Islander peoples are equal partners in all National Aboriginal and Torres Strait Islander Education Policy implementation arrangements;
- streamlined education and training planning and reporting arrangements;
- nationally agreed review processes;
- a nationally agreed research framework in education and training areas of strategic importance;
- improved Aboriginal and Torres Strait Islander education and training service standards;
- increased innovation in Aboriginal and Torres Strait Islander education programs and practices; and
- equitable and streamlined funding arrangements for Aboriginal and Torres Strait Islander education.

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION AND TRAINING

COLLABORATIVE ACTION PLAN

1996 – 2002

PRIORITY 1

to establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

NATSIEP GOALS: 1, 3, 5, 6. *NATSIEP REVIEW RECOMMENDATIONS: 3, 6, 8.*

Long-term goals of involvement and self-determination have been pursued by Aboriginal and Torres Strait Islander peoples for many years, and are supported by all Australian governments. There is a particular need for reforms at the point of the delivery of the education and training programs, recognising the diversity of Aboriginal and Torres Strait Islander communities and the continued trend of devolution of the management of education services.

There is a need for greater coordination of arrangements for involvement to enable all members of communities to pursue shared interests and create partnerships in Aboriginal and Torres Strait Islander education on a local, district, regional, State and Territory or national level, if they wish. To implement these arrangements, strategies are needed which guarantee such involvement.

The notion that all advisory groups must be totally independent - that their membership be only elected community members preferably not employed by any provider - is not helpful in creating partnerships that work for the implementation of operational plans. The philosophy and politics that underpin the call for total independence are well understood. However, in order to advance educational outcomes in Australian systems or institutions the participation of Indigenous people in education decision-making must include as many people as possible at every level of operations.

State or Territory and local AECGs are one way of achieving Indigenous involvement and independent advice. However, they are not the only way in which the aim of Indigenous involvement can be attained. In fact, a reliance only upon such groups may disenfranchise many Indigenous leaders of other local agencies, parents and students at the day-to-day local level, including those employed within education providers simply because they are not included. There is a need for each State and Territory and the Commonwealth to develop arrangements that allow for more involvement of Indigenous people in the day-to-day business of early childhood education, schooling, vocational education and training and higher education.

An expansion of arrangements for Indigenous peoples' input will increase both the capacity and autonomy of Indigenous involvement in the process. This involvement will enhance the development of the principles of self-determination. Arrangements which include employed staff cannot be seen as independent, but they do advance the principles of involvement and self-management. These staff are also members of the Indigenous community who have expertise and knowledge that is needed. The vast majority are advocates for the development of successful programs and outcomes for their community and have a right to be part of the process of implementation.

Arrangements can be expected to vary greatly to enable any education and training agency to develop effective Ministerial advisory arrangements and internal advisory structures. Some arrangements will continue supporting totally elected, independent groups, whilst others might initiate councils or boards that involve a range of membership. This is the prerogative of each State and Territory or the Commonwealth and needs to be negotiated by each Minister of Education with their own Indigenous community.

At the national level the Taskforce recommends that the Commonwealth establish an autonomous national Indigenous education and training advisory body comprising representatives from the various national peak bodies and coordinating operational committees by 1 July 1996.

Such a body should assume future responsibility as the principal adviser to the Commonwealth Government. The National Federation of AECGs should change from its current operations to become a national community based network.

The new advisory body should be independent of the Commonwealth but by negotiation be supported by the Commonwealth. Arrangements for consistent involvement in Commonwealth monitoring, planning and review should be negotiated under the following principles:

- all Aboriginal or Torres Strait Islander membership with representatives to be determined by their own peak bodies or associations;
- be independent from, but form partnerships with, government;
- facilitate and coordinate the development of national policies;
- negotiate the implementation of the strategies under the principles of self determination, social justice and reconciliation; and
- develop collaborative cooperative partnerships with other agencies to allow for a more holistic approach to Aboriginal and Torres Strait Islander education and training.

Representation on such an 'alliance' of involved groups might include at least the following:

- all State or Territory AECGs;
- Torres Strait Islander Regional Education Committees;
- national peak bodies including the Aboriginal and Torres Strait Islander Commission, Catholic Education Commission, Association of Aboriginal and Torres Strait Islander Education Workers, Australian National Training Authority Advisory Council and the Australian Education Union Advisory Committee; and
- operational committee networks including early childhood education network, coordinators of Aboriginal education for systems, Independent Aboriginal schools network, managers of Aboriginal education vocational education and training for systems, Federation of Independent Aboriginal Adult Education providers and the Higher Education Network.

The Taskforce supports the plan for a national conference of the above groups to develop membership and working arrangements for the new national body.

PRIORITY 1

EARLY CHILDHOOD EDUCATION

to establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

NATSIEP GOALS: 1, 3, 5, 6. *NATSIEP REVIEW RECOMMENDATIONS: 3, 6, 8.*

OUTCOMES

1.1.e
Where Aboriginal and Torres Strait Islander children are enrolled, early childhood education management committees will have Indigenous membership and will make their decisions in inclusive ways.

STRATEGIES

1.1.1.e
Establish mechanisms for early childhood education providers, in partnership with their local Indigenous community, to prepare and publish their strategies to achieve this outcome.

1.1.2.e
Formalise the status of ASSPA committees, local AECGs and other appropriate community groups within early childhood education.

1.1.3.e
Monitor the level of Indigenous representation and participation on early childhood education advisory, reference and management groups.

1.2.e
Early childhood education providers will have established coordinated Indigenous advisory structures which contribute to their educational leadership.

1.2.1.e
Ensure early childhood education organisations and service providers negotiate to include the aims and initiatives of ASSPA, local AECGs and other appropriate Indigenous community groups in their development plans.

1.2.2.e
Provide resources for training materials and workshops for Aboriginal and Torres Strait Islander management and advisory committees on policy, curriculum, resources and reviews relevant to their community.

1.2.3.e.
Support managers and committees for the introduction of ASSPA to be effective partners in pre-schools.

1.2.4.e
Monitor the level of inclusion of Indigenous education, and student health and welfare priorities, in early childhood education policy and planning.

OUTCOMES	STRATEGIES
1.3.e **Aboriginal and Torres Strait Islander peoples will be involved in the development and implementation of early childhood education policy, including:** • **quality assurance;** • **reporting;** • **resourcing;** • **employment practices;** • **staff training and development; and** • **student welfare.**	*1.3.1.e* *Establish processes and practices for Aboriginal and Torres Strait Islander peoples to contribute to all phases of early childhood policy development and review.* *1.3.2.e* *Inservice AIEWs and other Aboriginal and Torres Strait Islander personnel on relevant Aboriginal and Torres Strait Islander early childhood education policies and programs.* *1.3.3.e* *Ensure service providers, in partnership with Aboriginal and Torres Strait Islander communities, develop quality assurance processes in early childhood education reviews that are culturally inclusive.*
1.4.e **Aboriginal and Torres Strait Islander peoples will be involved in curriculum development, delivery and review.**	*1.4.1.e* *Implement processes and practices for Aboriginal and Torres Strait Islander peoples to contribute to all phases of the early childhood education curriculum initiation, design, development and review.* *1.4.2.e* *Provide resources for training materials and workshops for Aboriginal and Torres Strait Islander management and advisory committees on policy, curriculum, resources and review relevant to their school and community.*
1.5.e **The number of Aboriginal and Torres Strait Islander staff involved in educational decision-making as middle and senior managers will have increased.**	*1.5.1.e* *Implement management guidelines to ensure Aboriginal and Torres Strait Islander staff have access to professional training and quality career development planning.* *1.5.2.e* *Provide information and support to Aboriginal and Torres Strait Islander peoples to ensure access to senior and middle management courses.*
1.6.e **All education strategic and management plans have strategies for the effective participation of Aboriginal and Torres Strait Islander peoples.**	*1.6.1.e* *Ensure NATSIEP agreements and strategic and operational plans for all sectors are partnerships between systems and appropriate Aboriginal and Torres Strait Islander groups.* *1.6.2.e* *Form partnerships with a national Indigenous education and training body to advise Commonwealth Ministers and departments responsible for education, employment, training and youth affairs.*

OUTCOMES

1.7.e
People involved in educational decision making at all levels have knowledge of the world views, aspirations, imperatives and daily realities that act upon the lives of Aboriginal and Torres Strait Islander peoples.

1.8.e
Self management of education services, where Indigenous communities have identified the need.

STRATEGIES

1.7.1.e
Provide cross-cultural training in pre-service and inservice training for teachers and para-professional and support staff.

1.7.2.e
Provide cross-cultural training for non-Indigenous members of management, reference and advisory forums of institutions such as school councils and early childhood education management and advisory boards.

1.8.1.e
Increase the level of training for Indigenous managers and boards of governance of independent pre-school centres and schools.

PRIORITY 1

SCHOOLING

to establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

NATSIEP GOALS: 1, 3, 5, 6.

NATSIEP REVIEW RECOMMENDATIONS: 3, 6, 8.

OUTCOMES

1.1.s
In schools where Aboriginal and Torres Strait Islander students are enrolled, school councils and other decision making bodies will have Indigenous membership and will make their decisions in inclusive ways.

1.2.s
Schools and schooling systems will have established coordinated Indigenous advisory structures which contribute to their educational leadership.

STRATEGIES

1.1.1.s
Establish mechanisms for schools in partnership with their local Indigenous community to prepare and publish their strategies to achieve this outcome.

1.1.2.s
Formalise the status of ASSPA committees, local AECGs and other appropriate community groups within the schooling sector.

1.1.3.s
Monitor the level of Indigenous representation and participation on schooling sector advisory, reference and management groups.

1.2.1.s
Ensure schools negotiate to include the aims and initiatives of ASSPA committees, AECGs and other appropriate Indigenous groups in school development plans.

1.2.2.s
Provide resources for training materials and workshops for Aboriginal and Torres Strait Islander management and advisory committees, such as ASSPA committees, on policy, curriculum, resources and reviews relevant to their school and community.

1.2.3.s
Monitor the level of inclusion of Indigenous education, student health and welfare priorities in schooling sector policy and planning.

OUTCOMES	STRATEGIES
1.3.s **Aboriginal and Torres Strait Islander peoples will be involved in the development, implementation and review of schooling sector policy, including:** • **quality assurance;** • **reporting;** • **resourcing;** • **employment practices;** • **staff training and development; and** • **student health and welfare.**	*1.3.1.s* *Establish processes and practices for Aboriginal and Torres Strait Islander peoples to contribute to all phases of school policy and development and review.* *1.3.2.s* *Ensure AIEWs and other Aboriginal and Torres Strait Islander personnel are inserviced on relevant Aboriginal and Torres Strait Islander education and general education policies and programs.* *1.3.3.s* *Ensure service providers, in partnership with Aboriginal and Torres Strait Islander communities, develop quality assurance processes in school reviews that are culturally inclusive.*
1.4.s **Aboriginal and Torres Strait Islander peoples will be involved in curriculum design, development, delivery and review at all levels of the schooling sector**	*1.4.1.s* *Establish processes and practices for Aboriginal and Torres Strait Islander peoples to contribute to all phases of school curriculum design, development and review.* *1.4.2.s* *Provide resources for training materials and workshops for Aboriginal and Torres Strait Islander management and advisory committees on policy, curriculum, resources and review relevant to their school and community.*
1.5.s **The number of Aboriginal and Torres Strait Islander staff involved in educational decision-making as middle and senior managers will have increased.**	*1.5.1.s* *Implement management guidelines to ensure Aboriginal and Torres Strait Islander staff have access to professional training and quality career development planning.* *1.5.2.s* *Provide information to Aboriginal and Torres Strait Islander peoples concerning access to senior and middle management courses.*
1.6.s **All education strategic, management and operational plans will have strategies for the effective participation of Aboriginal and Torres Strait Islander peoples.**	*1.6.1.s* *Ensure NATSIEP agreements and strategic and operational plans for all sectors are partnerships between systems and appropriate Aboriginal and Torres Strait Islander groups.* *1.6.2.s* *Form partnerships with a national Indigenous education and training body to advise Commonwealth Ministers and departments responsible for education, employment, training and youth affairs.*

OUTCOMES	STRATEGIES
1.7.s **All people involved in educational decision making, will have knowledge of the world views, aspirations, imperatives and daily realities that act upon the lives of Aboriginal and Torres Strait Islander peoples.**	*1.7.1.s* *Provide cross-cultural training in pre-services and inservice training and support for teachers and support staff.* *1.7.2.s* *Provide cross-cultural training for non-Indigenous members of management, reference and advisory forums in the schooling sector such as school councils.*
1.8.s **Self management of education services where Indigenous communities have identified the need.**	*1.8.1.s* *Increase the level of training opportunities for Indigenous managers of independent schools.*

PRIORITY 1

VOCATIONAL EDUCATION AND TRAINING

to establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

NATSIEP GOALS: 1, 3, 5, 6.

NATSIEP REVIEW RECOMMENDATIONS: 3, 6, 8.

OUTCOMES

1.1.v
Advisory and management committees in vocational education and training institutions will have Aboriginal and Torres Strait Islander membership and will make their decisions in inclusive ways.

1.2.v
Vocational education and training providers will have established coordinated Indigenous advisory structures which contribute to their educational leadership.

STRATEGIES

1.1.1.v
Formalise the status of advisory, reference and management committees, local AECGs and other appropriate community groups within vocational education and training institutions.

1.1.2.v
Establish mechanisms for vocational education and training institutions in partnership with their local Indigenous community to prepare and publish strategies to achieve this outcome.

1.1.3.v
Monitor the level of Aboriginal and Torres Strait Islander representation and participation on institute and college councils, State and Territory Training Authority Boards and Industry Training Advisory Boards.

1.2.1.v
Ensure government and independent vocational education and training providers include the aims and initiatives of AECGs and other appropriate indigenous community groups in unit and organisational development plans.

1.2.2.v
Provide resources for training materials and workshops for Aboriginal and Torres Strait Islander advisory, reference and management groups on policy, curriculum, resources and reviews relevant to their organisation and community.

1.2.3.v
Monitor the level of inclusion of Aboriginal and Torres Strait Islander education, community development and welfare priorities in vocational education and training and adult education policy and planning.

1.2.4.v
Establish Aboriginal and Torres Strait Islander reference groups for all TAFE systems and institutions, industry and training boards, including Aboriginal community bodies and Aboriginal government department representatives.

OUTCOMES	STRATEGIES
1.2.v (cont)	*1.2.5.v* *Where appropriate, TAFE (and other adult education) Aboriginal coordinators establish management groups comprising local Aboriginal representatives.* *1.2.6.v* *Ensure the participation of Aboriginal and Torres Strait Islander staff and students on curriculum development panels, curriculum review panels, funding appraisal committees and other appropriate Indigenous advisory mechanisms and forums.*
1.3.v **Aboriginal and Torres Strait Islander peoples will be involved in the design, development and implementation of VET and adult education policy, including:** • **quality assurance;** • **reporting;** • **resourcing;** • **employment practices;** • **staff training and development; and** • **student welfare.**	*1.3.1.v* *Implement programs to increase parent, student and community awareness of vocational education and training expectations and demands on Aboriginal and Torres Strait Islander students.* *1.3.2.v* *Indigenous counsellors and other Aboriginal and Torres Strait Islander personnel workshop students and, where appropriate, community members, on relevant Aboriginal and Torres Strait Islander education policies and programs.* *1.3.3.v* *Ensure service providers in partnership with Aboriginal and Torres Strait Islander communities develop culturally inclusive quality assurance processes in VET and adult education program reviews.*
1.4.v **Aboriginal and Torres Strait Islander peoples will be involved in curriculum development, delivery and review at all levels of education and training**	*1.4.1.v* *Identify and implement processes and practices for Aboriginal and Torres Strait Islander peoples to contribute to all phases of vocational education and training and adult education curriculum design, development and review.* *1.4.2.v* *Ensure Aboriginal and Torres Strait Islander peoples and communities are central to the processes of vocational education and training and adult education curriculum design, development and review.* *1.4.3.v* *Work in partnership with the ANTA Indigenous advisory body to establish an Aboriginal and Torres Strait Islander curriculum consortium.* *1.4.4.v* *Recruit and provide training for Indigenous curriculum writers.*

OUTCOMES	STRATEGIES
1.5.v **The number of Aboriginal and Torres Strait Islander staff involved in educational decision-making as middle and senior managers will have increased.**	*1.5.1.v* *Implement management guidelines to ensure Aboriginal and Torres Strait Islander staff have access to professional training and quality career development planning.* *1.5.2.v* *Improve communication and support to Aboriginal and Torres Strait Islander peoples concerning access to senior and middle management courses.*
1.6.v **All education and training strategic, management and operational plans have strategies for the effective participation of Aboriginal and Torres Strait Islander peoples.**	*1.6.1.v* *NATSIEP agreements and strategic and operational plans for all sectors are partnerships between systems and appropriate Aboriginal and Torres Strait Islander groups.* *1.6.2.v* *Form partnerships with a national Indigenous education and training body to advise Commonwealth Ministers and departments responsible for training and development.*
1.7.v **All people involved in educational decision making, have knowledge of the world views, aspirations, imperatives and daily realities that act upon the lives of Aboriginal and Torres Strait Islander peoples.**	*1.7.1.v* *Provide cross-cultural training in pre-service and inservice training and support for teachers and para-professional and support staff.* *1.7.2.v* *Provide cross-cultural training for non-Indigenous members of management, reference and advisory forums such as institute and college councils.*
1.8.v **Self management of education services where Indigenous communities have identified the need.**	*1.8.1.v* *Increase the level of training opportunities for Indigenous managers of independent education and training colleges or institutions.*

PRIORITY 1

HIGHER EDUCATION

to establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

NATSIEP GOALS: 1, 3, 5, 6. *NATSIEP REVIEW RECOMMENDATIONS: 3, 6, 8.*

OUTCOMES

1.1.h
Advisory and management committees which make decisions in universities will have Aboriginal and Torres Strait Islander membership and will make their decisions in inclusive ways

1.2.h
Aboriginal and Torres Strait Islander peoples are involved in and have control over Indigenous research.

STRATEGIES

1.1.1.h
Recognise and provide financial support for the Indigenous Australian Higher Education Association.

1.1.2.h
Formally recognise the Indigenous centres in universities for funding and profiling discussions.

1.1.3.h
Provide Aboriginal and Torres Strait Islander development funds to universities via Indigenous centres and programs.

1.1.4.h
Higher education institutions identify and appoint Indigenous members to decision-making bodies such as university councils, curriculum committees and research committees

1.1.5.h
Monitor the level of Aboriginal and Torres Strait Islander representation and participation on university councils, curriculum and research committees.

1.2.1.h
Ensure universities and the Australian Research Council develop and implement ethics policies which guarantee the participation of Aboriginal and Torres Strait Islander peoples in all areas of Indigenous research.

PRIORITY 1

PERFORMANCE MEASURES

to establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

NATSIEP GOALS: 1, 3, 5, 6. NATSIEP REVIEW RECOMMENDATIONS: 1, 3, 6, 8.

The following are targets to be achieved for the early childhood education, schooling, vocational education and training and higher education sectors under Priority 1.

Education and training providers and systems will report annually upon their progress towards meeting these targets.

The target date for achievement is the end of each calendar year unless otherwise indicated.

YEAR	TARGET
mid 1996	*A National Indigenous Education and Training Advisory body has been established.*
1997	*Education and training systems/providers have processes in place to ensure that all AIEWs and advisory body members are informed of relevant programs and policies affecting Aboriginal and Torres Strait Islander students.*
1997	*Education and training systems/providers have developed cross-cultural training programs for commencement no later than 1998.*
1998	*Education and training systems/providers have Aboriginal and Torres Strait Islander advisory structures and/or Aboriginal and Torres Strait Islander membership.*
1998	*Education and training systems/providers have developed protocols to ensure Aboriginal and Torres Strait Islander participation in all phases of policy and curriculum development.*
1998	*Education and training systems/providers have developed accountable documents outlining Aboriginal and Torres Strait Islander employment and career development strategies including adequate provision for training.*
1998	*Education and training systems/provider institutions have included the aims and initiatives of ASSPA, AECGs and other appropriate Indigenous community groups in their management plans.*
1998	*All members of ASSPA committees and Aboriginal and Torres Strait Islander management/advisory groups have access to training and development programs in their first year of office.*

PRIORITY 2

to increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training

NATSIEP GOALS: 2, 4. *NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.*

While there has been an increase in the numbers of Indigenous people working in the ancillary and para-professional areas of education, the numbers of professional people remain limited. Numbers of Indigenous teachers in secondary schools and in higher education institutions are particularly low. The following strategies call particularly for the development of identified employment plans based on affirmative action along with training and development support.

There has also been an increase in the numbers of AIEWs, but they are generally under temporary rather than permanent employment conditions, salaries are low, there is high turnover and career paths are limited. This area of Indigenous employment needs particular attention in the outcomes of bi-lateral funding agreements with systems and institutions.

As major employers in the community, education and training providers have the opportunity to provide a model for Indigenous participation in meaningful and fulfilling employment recognising that employment is a key factor in breaking the vicious negative circle of social factors in which Indigenous Australians are caught.

PRIORITY 2

EARLY CHILDHOOD EDUCATION

to increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training

NATSIEP GOALS: 2, 4.

NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.

OUTCOMES

2.1.e
Numbers of professional Aboriginal and Torres Strait Islander staff employed in early childhood education, particularly educational managers, will have increased.

STRATEGIES

2.1.1.e
Ensure each service provider prepares and implements an employment strategic plan which includes:

- *affirmative action in recruitment, retention, selection and promotion, in both mainstream and designated career pathways;*
- *just and equitable salary and working conditions; and*
- *formal training plans for Aboriginal and Torres Strait Islander employees.*

2.1.2.e
Identify positions to be filled by Aboriginal and Torres Strait Islander peoples using State and Territory Equal Employment Opportunity legislation and, where necessary, amend legislation to achieve this.

2.1.3.e
Ensure Aboriginality or Torres Strait Islander heritage is a selection criterion for positions in Indigenous education and training.

2.1.4.e
Provide leadership programs for Aboriginal and Torres Strait Islander staff including opportunities for mentoring, work shadowing, and accredited management, training and study leave.

2.1.5.e
Implement priority employment policies and practices for Aboriginal and Torres Strait Islander qualified teachers.

2.1.6.e
Ensure Aboriginal and/or Torres Strait Islander peoples are represented on selection panels for identified Aboriginal and Torres Strait Islander positions and other positions in Indigenous education.

OUTCOMES

2.2.e
AIEWs will have just and equitable employment conditions including salaries, tenure, training and career opportunities.

2.3.e
The knowledge and expertise of Aboriginal and Torres Strait Islander peoples working in early childhood education on a sessional basis will be justly recompensed.

STRATEGIES

2.2.1.e
Ensure each pre-school education provider reports to their Minister on its implementation of the recommendations of the Ara Kuwaritjakutu: Towards a New Way Project Report.

2.3.1.e
Develop awards and agreements for community based cultural instructors which include recognition of prior learning and ensure just and equitable employment.

2.3.2.e
Provide a scheme to support and train Aboriginal and Torres Strait Islander community based cultural instructors, including the skills to interact with early childhood centres and systems.

2.3.3.e
Ensure that Indigenous cultural knowledge and skills are included in recognition of prior learning.

2.3.4.e
Establish strategic alliances with ATSIC, DEETYA and other education and training bodies involved in developing employment and training opportunities for Indigenous people working in education.

PRIORITY 2

SCHOOLING

to increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training

NATSIEP GOALS: 2, 4.

NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.

OUTCOMES

2.1.s
Numbers of professional Aboriginal and Torres Strait Islander staff employed in schools, particularly in secondary and post compulsory education, will have increased.

STRATEGIES

2.1.1.s
Ensure each service provider prepares and implements an employment strategic plan which includes:

- *affirmative action in recruitment, retention, selection and promotion, in both mainstream and designated career pathways;*
- *just and equitable salary and working conditions; and*
- *formal training plans for Aboriginal and Torres Strait Islander employees.*

2.1.2.s
Identify positions to be filled by Aboriginal and Torres Strait Islander peoples using State and Territory Equal Employment Opportunity legislation and, where necessary, amend legislation to achieve this.

2.1.3.s
Ensure Aboriginality or Torres Strait Islander heritage is a selection criterion for positions in Indigenous education and training.

2.1.4.s
Provide leadership programs for Aboriginal and Torres Strait Islander staff including opportunities for mentoring, work shadowing, and accredited management, training and study leave.

2.1.5.s
Implement priority employment policies and practices for Aboriginal and Torres Strait Islander qualified teachers.

2.1.6.s
Ensure Aboriginal and/or Torres Strait Islander peoples are represented on selection panels for identified Aboriginal and Torres Strait Islander positions and other positions in Indigenous education.

OUTCOMES

2.2.s
Aboriginal and Torres Strait Islander Education Workers will have just and equitable employment conditions including salaries, tenure, training and career opportunities.

2.3.s
The knowledge and expertise of Aboriginal and Torres Strait Islander peoples working in schools on a sessional basis will be justly recompensed.

STRATEGIES

2.2.1.s
Ensure each identified education system reports to their Minister on its implementation of the recommendations of the Ara Kuwaritjakutu: Towards a New Way Project Report.

2.3.1.s
Develop awards and agreements for community based cultural instructors which include recognition of prior learning and ensure just and equitable employment.

2.3.2.s
Provide a scheme to support and train Aboriginal and Torres Strait Islander community based cultural instructors, including the skills to interact with schools and systems.

2.3.3.s
Ensure that Indigenous cultural knowledge and skills are included in recognition of prior learning.

2.3.4.s
Establish strategic alliances with ATSIC, DEETYA and other education and training bodies involved in developing employment and training opportunities for Indigenous people working in education.

PRIORITY 2

VOCATIONAL EDUCATION AND TRAINING

to increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training

NATSIEP GOALS: 2, 4.

NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.

OUTCOMES

2.1.v
Numbers of professional Aboriginal and Torres Strait Islander staff employed in vocational education and training, particularly:

- **educational managers;**
- **lecturers;**
- **counsellors; and**
- **researchers**

will have increased.

STRATEGIES

2.1.1.v
Ensure each service provider prepares and implements an employment strategic plan which includes:

- *affirmative action in recruitment, retention, selection and promotion, in both mainstream and designated career pathways;*
- *just and equitable salary and working conditions; and*
- *formal training plans for Aboriginal and Torres Strait Islander employees.*

2.1.2.v
Identify positions to be filled by Aboriginal and Torres Strait Islander peoples using State and Territory Equal Employment Opportunity legislation and, where necessary, amend legislation to achieve this.

2.1.3.v
Ensure Aboriginality or Torres Strait Islander heritage is a selection criterion for positions in Indigenous education and training.

2.1.4.v
Provide leadership programs for Aboriginal and Torres Strait Islander staff including opportunities for mentoring, work shadowing, and accredited management, training and study leave.

2.1.5.v
Ensure priority employment policies and practices for Aboriginal and Torres Strait Islander qualified teachers.

2.1.6.v
Ensure Aboriginal and/or Torres Strait Islander peoples are included on selection panels for identified Aboriginal and Torres Strait Islander positions and other positions in Indigenous education.

OUTCOMES

2.2.v
The knowledge and expertise of Aboriginal and Torres Strait Islander peoples working in vocational education and training on a sessional basis will be justly recompensed.

STRATEGIES

2.2.1.v
Develop awards and agreements for community based cultural instructors which include recognition of prior learning and ensure just and equitable employment.

2.2.2.v
Provide a scheme to support and train Aboriginal and Torres Strait Islander community based cultural instructors, including the skills to interact with colleges and systems.

2.2.3.v
Ensure Aboriginal and Torres Strait Islander community based cultural instructors are included in the Vocational Training Certificate pilot.

2.2.4.v
Ensure that Indigenous cultural knowledge and skills are included in recognition of prior learning.

2.2.5.v
Establish strategic alliances with ATSIC, DEETYA and other education and training bodies involved in developing employment and training opportunities for Indigenous people working in education.

PRIORITY 2

HIGHER EDUCATION

to increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training

NATSIEP GOALS: 2, 4.

NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.

OUTCOMES

2.1.h
The number of Aboriginal and Torres Strait Islander Staff employed by universities will be at least equal to the Indigenous proportion of the State, Territory or area population.

STRATEGIES

2.1.1.h
Ensure each university prepare and implement an Indigenous employment strategic plan which includes:

- *affirmative action in recruitment, retention, selection and promotion, in both mainstream and designated career pathways;*
- *just and equitable salary and working conditions; and*
- *formal training plans for Aboriginal and Torres Strait Islander employees.*

2.1.2.h
Identify positions to be filled by Aboriginal and Torres Strait Islander peoples using Equal Employment Opportunity legislation and, where necessary, amend legislation to achieve this.

2.1.3.h
Ensure Aboriginality or Torres Strait Islander heritage is a selection criterion for positions in Indigenous education and training.

2.1.4.h
Provide leadership programs for Aboriginal and Torres Strait Islander staff including opportunities for mentoring, work shadowing, accredited management, training and study leave.

2.1.5.h
Classify positions in Aboriginal and Torres Strait Islander programs at more senior academic levels.

2.1.6.h
Provide scholarships to increase the number of Aboriginal and Torres Strait Islander university staff studying at post graduate levels.

2.1.7.h
Provide paid industry experience for Aboriginal and Torres Strait Islander staff.

2.1.8.h
Identify Indigenous positions in higher education as tenurable, with non-Indigenous appointments on short-term contract.

PRIORITY 2

PERFORMANCE MEASURES

to increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training

NATSIEP GOALS: 2, 4. NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.

The following are targets to be achieved for the early childhood education, schooling, vocational education and training and higher education sectors under Priority 2.

Education and training providers and systems will report annually upon their progress towards meeting these targets.

The target date for achievement is the end of each calendar year unless otherwise indicated.

YEAR	TARGET
mid 1996	*Education and training systems/providers have reported to their Minister on their implementation of the recommendations of Towards a New Way.*
1996	*Education and training systems/providers have reported to their Minister on the overall issues of employment conditions, including salaries, tenure, training and career opportunities for Aboriginal and Torres Strait Islander peoples working in education.*

PRIORITY 3

to ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services

NATSIEP GOALS: 7, 8, 9. *NATSIEP REVIEW RECOMMENDATIONS: 15*

Issues of equality of access are closely intertwined with equity of participation, which is the fourth priority. For the purposes of this report, access is defined more in terms of physical access to educational services, with other barriers such as cultural inappropriateness to be addressed in priority 4. In addition, access is more than bringing existing forms of education to remote areas. Access also needs to be provided through appropriate education to the diverse opportunities actually or potentially available in Aboriginal and Torres Strait Islander communities.

Ensuring equitable access to education and training services required more than merely gaining entry to mainstream programs. Indigenous Australians require an education which enables them to achieve their cultural and academic potential in Indigenous terms as well as in mainstream academic and technological skills.

There are considerable barriers to the provision of equitable education provision in remote areas, such as significantly higher costs of delivery, difficulty in attracting experienced teachers, the critical nature of transport and access to training. These barriers become even more acute at the secondary and post compulsory levels of education. The development of new learning programs via technology needs to be continued, integrated with other technological initiatives such as the Education Network Australia (EdNA). The Taskforce recommends the appointment of an Indigenous representative to the governing boards of these programs.

The responses to these barriers to access require flexibility of education and training provision, such as supplementing traditional form of delivery with open learning or the provision of residential facilities.

New pathways between secondary and post compulsory studies need to be developed, including better residential arrangements for students who need to leave their community. Continued development of culturally relevant programs and anti-racism procedures are also vitally important to improve access, although for the purpose of this document, strategies to address this need are outlined in priority 4.

Indigenous programs in higher education need to be clearly identifiable as such and not be just part of the mainstream funding model if the aspirations of Indigenous Australians are to be met. The need for a feasibility study to investigate the options for an Australian Indigenous university system is supported.

PRIORITY 3

EARLY CHILDHOOD EDUCATION

to ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services

NATSIEP GOALS: 2, 4.

NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.

OUTCOMES

3.1.e
Quality educational and training facilities are provided for all Aboriginal and Torres Strait Islander students, taking into account the distinctive needs of institutions in remote, rural and urban areas.

3.2.e
Extend flexible delivery of early childhood education services and programs to remote areas, where access is currently limited and where there is demonstrated demand.

STRATEGIES

3.1.1.e
Develop and implement strategic plans for the maintenance, upgrading and optimum use of facilities including the sharing of facilities and expertise between agencies.

3.1.2.e
Ensure there is Indigenous community input into the location, planning, design, development, construction, maintenance and use of educational and training facilities.

3.1.3.e
Work in partnership with the National Indigenous education and training advisory body to develop and implement a national early childhood Aboriginal and Torres Strait Islander education strategic framework focussed upon providing improved facilities, programs and services.

3.1.4.e
Implement best practice in the provision of innovative, alternative education services and programs to Aboriginal and Torres Strait Islander peoples where access is currently limited or where there is demonstrated demand.

3.2.1.e
In partnership with remote communities, investigate best practice in the delivery of mobile programs and services.

3.2.2.e
Work with Indigenous communities, Crown Law authorities, teacher organisations and unions to resolve legal and industrial issues which limit the flexible delivery of services in remote communities, such as:

- *remote teachers' award and conditions of employment;*
- *duty of care;*
- *pre-service and induction provisions; and*
- *community workers.*

OUTCOMES	STRATEGIES
3.2.e (cont)	*3.2.3.e* *Design appropriate localised early childhood teaching materials and resources based on accepted curriculum frameworks to support teachers, AIEWs and community workers in remote communities*
3.3.e **Optimum use is made of open learning technologies to supplement existing forms of education and training delivery.**	*3.3.1.e* *Extend delivery of early childhood education for Aboriginal and Torres Strait Islanders across a range of key learning areas through innovative open learning technologies.* *3.3.2.e* *Ensure groups involved in the planning and development of technical infrastructure and content provision for Education Network Australia (EdNA) recognise the distinctive needs of Aboriginal and Torres Strait Islander students.*

PRIORITY 3

SCHOOLING

to ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services

NATSIEP GOALS: 7, 8, 9. *NATSIEP REVIEW RECOMMENDATIONS: 15.*

OUTCOMES

3.1.s
Quality educational and training facilities are provided for all Aboriginal and Torres Strait Islander students, taking into account the distinctive needs of institutions in remote, rural and urban areas.

3.2.s
Residential provision to secondary and post compulsory training will be extended, where access is currently limited and where there is demonstrated demand.

STRATEGIES

3.1.1.s
Develop and implement strategic plans for the maintenance, upgrading and optimum use of facilities including the sharing of facilities and expertise between agencies.

3.1.2.s
Ensure there is Indigenous community input into the location, planning, design, development, construction, maintenance and use of education and training facilities.

3.1.3.s
Provide innovative, alternative education services and programs to Aboriginal and Torres Strait Islander peoples to augment mainstream services where access is currently limited or where there is demonstrated demand.

3.1.4.s
Where there is a demonstrated need, negotiate service agreements with relevant agencies and local communities to provide access to appropriate child care facilities, to ensure access to school programs by some Aboriginal and Torres Strait Islander students.

3.2.1.s
Where particular Aboriginal and Torres Strait Islander communities identify a need, develop alternative residential accommodation based on a family model (house parents) or such models as the community decides, to extend the provision of secondary and post compulsory education opportunities.

3.2.2.s
Negotiate strategic alliances with Aboriginal hostels in the supplementary provision of accommodation.

OUTCOMES	STRATEGIES
3.3.s **Optimum use is made of open learning technologies to supplement existing forms of education and training delivery.**	*3.3.1.s* *Extend delivery of early childhood education, primary, secondary and senior secondary services and programs for Aboriginal and Torres Strait Islanders across a range of key learning areas through innovative open learning technologies.* *3.3.2.s* *Make representation to ensure that groups involved in the planning and development of technical infrastructure and content provision for Education Network Australia (EdNA) have access to Indigenous advisory bodies and recognise the distinctive needs of Aboriginal and Torres Strait Islander students in their future planning and decision making.*
3.4.s **The articulation of learning pathways between secondary schooling, vocational education and training and higher education will be improved.**	*3.4.1.s* *Increase the number of pathways between compulsory schooling and post compulsory and vocational education and training and higher education through the :* • *sharing of resources;* • *flexible entry requirements;* • *alternative models of delivery;* • *increased arrangements for part time; and* • *mixed modes of education.*
3.5.s **Improved access to quality school programs and services will be provided for transient Aboriginal and Torres Strait Islander students.**	*3.5.1.s* *In conjunction with students, parents, schools and local communities, establish mechanisms:* • *to identify transient students' movement across schools; and* • *to ensure continuity of curriculum programs between schools.* *3.5.2.s* *Investigate the innovative use of open learning materials and technologies to ensure continuity of learning for transient students.* *3.5.3.s* *Consider the level of transient students in the allocation of funding to schools.*

PRIORITY 3

VOCATIONAL EDUCATION AND TRAINING

to ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services

NATSIEP GOALS: 2, 4.

NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.

OUTCOMES

3.1.v
Quality education and training facilities will be provided for all Aboriginal and Torres Strait Islander students, taking into account the distinctive needs of institutions in remote, rural and urban areas.

3.2.v
Residential provision to secondary and post compulsory training will be extended where access is currently limited and where there is demonstrated demand.

3.3.v
Optimum use is made of open learning technologies to supplement existing forms of education and training delivery.

STRATEGIES

3.1.1.v
Develop and implement strategic plans for the maintenance, upgrading and optimum use of facilities, including the sharing of facilities and expertise between agencies.

3.1.2.v
Ensure there is Indigenous community input into the location, planning, design, development, construction, maintenance and use of educational and training facilities.

3.1.3.v
Provide innovative, alternative education services and programs to Aboriginal and Torres Strait Islander peoples to augment mainstream services where access is currently limited or where there is demonstrated demand.

3.1.4.v
Where there is a demonstrated need, negotiate service agreements with relevant agencies and local communities to provide access to appropriate child care facilities, to ensure access to education and training programs by some Aboriginal and Torres Strait Islander students.

3.2.1.v
Where particular Aboriginal and Torres Strait Islander communities identify a need, develop alternative residential accommodation based on a family model (house parents) or such models as the community decides, to extend the provision of post compulsory and vocational education and training opportunities.

3.2.2.v
Negotiate strategic alliances with Aboriginal hostels in the supplementary provision of accommodation.

3.3.1.v
Extend delivery of vocational education and training and adult education for Aboriginal and Torres Strait Islanders across a range of disciplines and priority courses through innovative open learning technologies.

OUTCOMES	STRATEGIES
3.3.v (cont)	*3.3.2.v* *Make representation to ensure that groups involved in the planning and development of technical infrastructure and content provision for Education Network Australia (EdNA) have access to Indigenous advisory bodies and recognise the distinctive needs of Aboriginal and Torres Strait Islander students in their future planning and decision making.* *3.3.3.v* *Make representation to support the appointment of an Aboriginal and Torres Strait Islander representative with expertise in the field to the restructured Governing Board of the Open Learning Technology Corporation.*
3.4.v **The articulation of learning pathways between secondary schooling, vocational education and training and higher education will be improved.**	*3.4.1.v* *Increase the number of pathways between compulsory schooling and post compulsory and vocational education and training and higher education through the:* • *sharing of resources;* • *flexible entry requirements;* • *alternative models of delivery;* • *increased arrangements for part time; and* • *mixed modes of education.*
3.5.v **Adequate housing will be provided for Aboriginal and Torres Strait Islander educators in local communities.**	*3.5.1.v* *Where there is a demonstrated need, negotiate with relevant State, Territory and Commonwealth agencies to ensure equitable access to housing provisions for Aboriginal and Torres Strait Islander educators in their local communities.*

PRIORITY 3

HIGHER EDUCATION

to ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services

NATSIEP GOALS: 2, 4.

NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.

OUTCOMES

3.1.h
Options for an Australian Indigenous university system will be investigated.

3.2.h
Residential provision for university students will be extended where access is currently limited and where there is demonstrated demand.

3.3.h
Optimum use is made of open learning technologies to supplement existing forms of higher education delivery.

3.4.h
The articulation of learning pathways between secondary schooling, vocational education and training and higher education will be improved.

STRATEGIES

3.1.1.h
Provide resources to the Indigenous Higher Education Association to conduct a feasibility study to investigate options for an Aboriginal and Torres Strait Islander university system.

3.2.1.h
Establish strategic alliances with Aboriginal hostels in the supplementary provision of accommodation.

3.2.2.h
Provide child care facilities for Aboriginal and Torres Strait Islander adult students.

3.3.2.h
Conduct a pilot of an Indigenous university network as an extension of the electronic support services delivered in the higher education sector by Open Net.

3.4.1.h
Increase the number of pathways between compulsory schooling and post compulsory and vocational education and training and higher education through the:

- *sharing of resources;*
- *flexible entry requirements;*
- *alternative models of delivery;*
- *increased arrangements for part time; and*
- *mixed modes of education.*

PRIORITY 3

PERFORMANCE MEASURES

to ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services

NATSIEP GOALS: 2, 4. *NATSIEP REVIEW RECOMMENDATIONS: 10, 11, 12.*

The following are targets to be achieved for the early childhood education, schooling, vocational education and training and higher education sectors under Priority 3.

Education and training providers and systems will report annually upon their progress towards meeting these targets.

The target date for achievement is the end of each calendar year unless otherwise indicated.

YEAR	TARGET
mid 1996	*An Aboriginal and Torres Strait Islander education and training representative has been appointed to the governing board of the Open Learning Technology Corporation.*
1997	*Education and training systems/providers develop and implement strategies to increase the number of Aboriginal and Torres Strait Islander students participating in secondary education and learning pathways for education and training.*
1998	*Education and training systems/providers have developed and implemented strategies and programs to provide quality education and training open learning programs for Aboriginal and Torres Strait Islander students in early childhood education, schooling and vocational education and training.*
2002	*Education and training systems/providers have developed and implemented strategies and programs to provide quality education and training facilities in urban, rural and remote areas.*

PRIORITY 4

to ensure participation of Aboriginal and Torres Strait Islander students in education and training

NATSIEP GOALS: 10, 11, 12. *NATSIEP REVIEW RECOMMENDATIONS: 17.*

The participation rates of Indigenous people in education and training is particularly low in comparison to Australian norms. It is essential that Aboriginal and Torres Strait Islander people have the opportunity to take part in all levels of education in a way that is relevant, enjoyable and useful. Social Justice principles demand that Indigenous people feel that education and training providers value their involvement in the programs they offer, and that their cultural background, needs and ways of learning are considered.

There are significant variations in the trends of participation by Aboriginal and Torres Strait Islander peoples in the respective sectors of education.

Priority 3 indicated some barriers in access to educational services. The barriers are compounded by other factors which impede educational participation by Aboriginal and Torres Strait Islander peoples, including:

- significantly higher incidence of health and learning problems;
- limitations in curricula re cultural context, teaching styles and forms of organisation and assessment;
- different language backgrounds; and
- limited knowledge and understanding of Aboriginal and Torres Strait Islander cultures by teachers.

All education and training providers should provide courses and training to ensure that Aboriginal and Torres Strait Islander students do not face prejudice and racism from other students and staff. As a result, the following strategies call for early intervention on health and welfare issues and the development of counter-racism procedures. In all of the processes it is necessary that the heritage and identity of Indigenous students is continuously affirmed. Programs that provide training and development for teachers at both pre-service and inservice levels are essential.

PRIORITY 4

EARLY CHILDHOOD EDUCATION

to ensure participation of Aboriginal and Torres Strait Islander students in education and training

NATSIEP GOALS: 10, 11, 12.

NATSIEP REVIEW RECOMMENDATIONS: 17.

OUTCOMES

4.1.e
More Aboriginal and Torres Strait Islander children will participate in pre-school and similar transition and developmental programs before entry into school.

4.2.e
Early identification and sensitive intervention strategies will be developed in response to the health and welfare needs of children in the pre-school and primary years.

4.3.e
Programs and services will affirm student identity, self-value and capacity to succeed in early childhood education.

STRATEGIES

4.1.1.e
In partnership with the national Indigenous education and training advisory body, develop and implement a national campaign to promote the importance of early childhood education programs and services for Aboriginal and Torres Strait Islander children.

4.1.2.e
Establish partnerships with ASSPA committees to target participation of Aboriginal and Torres Strait Islander children in early childhood education programs.

4.2.1.e
Contribute to the development and delivery of holistic community based health and welfare programs and services to Aboriginal and Torres Strait Islander children by actively promoting strategic alliances between relevant agencies.

4.3.1.e
Develop programs which recognise home language background and use culturally appropriate instruction and assessment methods, where Standard Australian English is not fully understood by Aboriginal and Torres Strait Islander children because English is their second or third language or dialect.

4.3.2.e
Implement culturally sensitive teaching methodologies which are based upon Aboriginal and Torres Strait Islander children's preferred ways of learning as well as explicitly teaching them strategies to learn from mainstream schooling.

OUTCOMES	STRATEGIES
4.4.e **All staff and students will recognise that racist practices in education are unacceptable.**	*4.4.1.e* *Implement anti-racist and sexual harassment grievance procedures.* *4.4.2.e* *Inservice staff in legal requirements of State and Commonwealth Equal Opportunity acts and grievance processes.* *4.4.3.e* *Promote to all Australian parents the value of their children's participation in non-racist ways of schooling in partnership with Indigenous advisory bodies and peak parent organisations.*
4.5.e **The number of skilled teachers and managers able to effectively meet the learning needs of Aboriginal and Torres Strait Islander children will be increased.**	*4.5.1.e* *Negotiate with universities and colleges to ensure all teacher graduates have completed Aboriginal and Torres Strait Islander studies as part of their training prior to employment.* *4.5.2.e* *Provide inservice courses in Aboriginal and Torres Strait Islander cultural awareness, counter-racism strategies and teaching of Aboriginal and Torres Strait Islander children.* *4.5.3.e* *Develop and implement cross-cultural training, in particular, local child rearing practices and culturally derived learning preferences, for managers and staff working in early childhood education programs and services.*

PRIORITY 4

SCHOOLING

to ensure participation of Aboriginal and Torres Strait Islander students in education and training

NATSIEP GOALS: 10, 11, 12.

NATSIEP REVIEW RECOMMENDATIONS: 17.

OUTCOMES

4.1.s
More Aboriginal and Torres Strait Islander children will participate in pre-school and similar developmental programs before entry into school.

4.2.s
Early identification and sensitive intervention strategies will be developed to respond to the health and welfare needs of children in the pre-school and primary years.

4.3.s
School programs will affirm student identity, self-value and capacity to succeed in the school system.

STRATEGIES

4.1.1.s
In partnership with the national Indigenous education and training advisory body, develop and implement a national campaign to promote the importance of early childhood education programs and services for Aboriginal and Torres Strait Islander children.

4.1.2.s
Establish partnerships with ASSPA committees to target participation of Aboriginal and Torres Strait Islander children in schools.

4.2.1.s
Contribute to the development and delivery of holistic community based health and welfare programs and services to Aboriginal and Torres Strait Islander students by actively promoting strategic alliances with relevant agencies.

4.3.1.s
Develop and implement programs which recognise home language background and use culturally appropriate instruction and assessment methods, where Standard Australian English is not fully understood by Aboriginal and Torres Strait Islander students because English is their second or third language or dialect.

4.3.2.s
Implement culturally sensitive teaching methodologies which are based upon Aboriginal and Torres Strait Islander students' preferred ways of learning as well as explicitly teaching them strategies to learn from mainstream schooling.

4.3.3.s
Increase the number of skilled AIEWs and other Indigenous staff working and training in the schooling sector.

OUTCOMES	STRATEGIES
4.3.s (cont)	*4.3.4.s* *Identify best practice models that have been successful for increasing attendance rates of Aboriginal and Torres Strait Islander students in various systems.*
4.4.s **All staff and students recognise that racist practices in education and training are unacceptable.**	*4.4.1.s* *Implement anti-racist and sexual harassment grievance procedures in all schools and work sites.* *4.4.2.s* *Inservice staff in legal requirements of State and Commonwealth Equal Opportunity acts and grievance processes.* *4.4.3.s* *Promote to all Australian parents the value of their children's participation in non-racist ways of schooling in partnership with AECGs and peak parent organisations.* *4.4.4.s* *Develop and establish local school community student behaviour management programs.*
4.5.s **The number of skilled teachers able to effectively meet the learning needs of Aboriginal and Torres Strait Islander students will be increased.**	*4.5.1.s* *Provide inservice courses in Aboriginal and Torres Strait Islander cultural awareness, counter-racism strategies and teaching of Aboriginal and Torres Strait Islander students.* *4.5.2.s* *Develop and implement cross-cultural awareness training for managers and senior staff in schools.* *4.5.3.s* *Negotiate with universities and colleges to ensure all teacher graduates have completed Aboriginal and Torres trait Islander studies as part of their teacher education course or pre-service training.*
4.6.s **More Aboriginal and Torres Strait Islander parents and caregivers will be actively involved in all aspects of their children's schooling.**	*4.6.1.s* *Develop and implement an inservice program for managers of schools to ensure effective parent participation and that schools are responsive to their communities.*

OUTCOMES	STRATEGIES
4.6.s **More Aboriginal and Torres Strait Islander parents and caregivers will be actively involved in all aspects of their children's schooling.**	*4.6.2.s* *Implement programs and strategies to increase parents' and caregivers' partnership in school programs, services and decision making processes.* *4.6.3.s* *Increase parent and community participation through the involvement of regional cluster and school-based forums.*
4.7.s **There will be increased participation in the full range of subjects in Years 11 and 12 by Aboriginal and Torres Strait Islander students.**	*4.7.1.s* *Coordinate the provision of subject choice counselling in junior and senior secondary schooling.* *4.7.2.s* *Establish careers and tertiary aspirations programs.* *4.7.3.s* *Improve links between schools and vocational education and training providers, employers and work experience.*
4.8.s **Culturally appropriate education and training opportunities will be provided to Indigenous youth in prisons and youth detention centres.**	*4.8.1.s* *Formalise links and pathways between youth detention centres and school, vocational education and training and higher education programs and courses.* *4.8.2.s* *Utilise open learning technologies to provide schooling in juvenile detention centres.* *4.8.3.s* *Establish strategic alliances with relevant systems and agencies to provide more culturally appropriate programs and services for Aboriginal and Torres Strait Islander students in youth detention centres.*

PRIORITY 4

VOCATIONAL EDUCATION AND TRAINING

to ensure participation of Aboriginal and Torres Strait Islander students in education and training

NATSIEP GOALS: 10, 11, 12. *NATSIEP REVIEW RECOMMENDATIONS: 17.*

OUTCOMES

4.1.v
Programs will affirm student identity, self-value and capacity to succeed in the culture of the vocational education and training system.

4.2.v
All staff and students recognise that racist practices in education and training services are unacceptable.

4.3.v
The number of skilled teachers able to effectively meet the learning needs of Aboriginal and Torres Strait Islander students will be increased.

STRATEGIES

4.1.1.v
Develop and implement programs which recognise home language background and use culturally appropriate instruction and assessment methods.

4.1.2.v
Ensure the recognition of community value systems and attitudes in the development and implementation of community approved vocational education and training programs and adult education training.

4.2.1.v
Develop and implement counter-racism and sexual harassment grievance procedures in all institutions and work sites.

4.2.2.v
Inservice staff in the legal requirements of State and Commonwealth Equal Employment Opportunity legislation and grievance processes.

4.3.1.v
Ensure all lecturers have completed Aboriginal and Torres Strait Islander studies as part of their pre-service training prior to employment.

4.3.2.v
Provide inservice courses in Aboriginal and Torres Strait Islander cultural awareness, counter-racism strategies and teaching of Aboriginal and Torres Strait Islander students, especially to those staff appointed to institutions with Aboriginal and Torres Strait Islander students.

OUTCOMES	STRATEGIES
4.4.v **The proportion of students undertaking higher level award courses and courses in areas of current and potential areas of employment will be increased.**	*4.4.1.v* *Provide Indigenous student support services such as counsellors and tutors in mainstream vocational education and training courses.* *4.4.2.v* *Identify places in selected courses and disciplines for Indigenous students.* *4.4.3.v* *Vigorously promote availability and employment potential of VET programs at national, State and local levels.* *4.4.4.v* *Develop and implement appropriate procedures for recognition of prior learning.* *4.4.5.v* *Target training programs to current and emerging areas of Indigenous employment.* *4.4.6.v* *Provide a range of courses in Aboriginal and Torres Strait Islander community management.*
4.5.v **Culturally appropriate education and training opportunities will be provided to Indigenous youth in prisons and youth detention centres.**	*4.5.3.v* *Formalise links and pathways between youth detention centres and school, vocational education and training and higher education programs and courses.* *4.5.4.v* *Utilise open learning technologies to provide school, vocational education and training and higher education courses or programs in juvenile detention centres.* *4.5.5.v* *Establish strategic alliances with relevant systems and agencies to provide more culturally appropriate programs and services for Aboriginal and Torres Strait Islander students in youth detention centres.*

PRIORITY 4

HIGHER EDUCATION

to ensure participation of Aboriginal and Torres Strait Islander students in education and training

NATSIEP GOALS: 10, 11, 12. *NATSIEP REVIEW RECOMMENDATIONS: 17.*

OUTCOMES

4.1.h
Programs will affirm student identity, self-value and capacity to succeed in the culture of universities.

4.2.h
All staff and students recognise that racist practices in education and training services are unacceptable.

4.3.h
The number of skilled teachers able to effectively meet the learning needs of Aboriginal and Torres Strait Islander students will be increased.

4.4.h
The proportion of students undertaking higher level award courses and courses in areas of current and potential areas of employment will be increased.

STRATEGIES

4.1.1.h
Develop and implement programs which recognise traditional language background and use culturally appropriate instruction and assessment methods.

4.1.2.h
Indigenous centres within universities to improve orientation and selection procedures, including teaching programs on professional literacy.

4.2.1.h
Develop and implement counter-racism and sexual harassment grievance procedures in all universities.

4.2.2.h
Inservice staff in the legal requirements of State and Commonwealth Equal Employment Opportunity legislation and grievance processes.

4.3.1.h
Ensure all teachers and lecturers have completed Aboriginal and Torres Strait Islander studies as part of their pre-service training.

4.3.2.h
Provide inservice courses in Aboriginal and Torres Strait Islander cultural awareness, counter-racism strategies and teaching of Aboriginal and Torres Strait Islander students.

4.4.1.h
Provide Indigenous student support services, such as counsellors and tutors, in mainstream university courses.

4.4.2.h
Identify places in selected courses and disciplines for Indigenous students.

OUTCOMES	STRATEGIES
4.4.h (cont)	*4.4.3.h* *Develop and implement appropriate procedures for RPL in universities and provide articulation for vocational education and training and other formal courses.*
4.5.h **Indigenous participation in research development at post-graduate levels will be increased.**	*4.5.1.h* *Provide scholarships and cadetships for Indigenous students to increase their political, public policy and leadership expertise.* *4.5.2.h* *Universities will allocate a proportion of their post-graduate scholarships and research scholarships for Indigenous students.*

PRIORITY 4

PERFORMANCE MEASURES

to ensure participation of Aboriginal and Torres Strait Islander students in education and training

NATSIEP GOALS: 10, 11, 12. *NATSIEP REVIEW RECOMMENDATIONS: 17.*

The following are targets to be achieved for the early childhood education, schooling, vocational education and training and higher education sectors under priority 4.

Education and training providers and systems will report annually upon their progress towards meeting these targets.

The target date for achievement is the end of each calendar year unless otherwise indicated.

YEAR	TARGET
1996	*Education and training systems/providers develop and implement strategies to increase the number of Aboriginal and Torres Strait Islander children in pre-school and similar developmental programs.*
1997	*Education and training systems/providers develop and implement strategies and programs which assist improved health, welfare and coordinated services for Aboriginal and Torres Strait Islander children.*
1997	*Education and training systems/providers have policies and procedures to combat racism.*
1997	*All universities have identified targets for the participation of Aboriginal and Torres Strait Islander students in their courses.*
1998	*Education and training systems/providers worksites have counter-racism grievance procedures operating.*
1998	*Education and training systems/providers have service agreements with agencies and departments to provide integrated health, welfare and education support to Aboriginal and Torres Strait Islander students.*

PRIORITY 5

to ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students

NATSIEP GOALS: 13, 14, 15, 16. NATSIEP REVIEW RECOMMENDATIONS: 25, 26, 31.

There are tensions between what is 'equitable' and what is 'appropriate' educational achievement. In simple terms, the tensions are between whether education and training as provided by systems or providers develops skills for the mainstream or whether for cultural transmission. For example, 'both-ways' forms of education in a number of communities is an attempt to meet both needs.

Equitable and appropriate achievement for Aboriginal and Torres Strait Islander students requires more than just succeeding at the same rate as non-Indigenous students on the usual quantitative performance indicators. The cultural dimension that they require in their education must not be overlooked. Programs must ensure that their teachers use culturally inclusive methodologies and provide an education to Indigenous students which develops and strengthens their identity and cultural values. Surely appropriate education is a pre-condition of equity. Many submissions to the NATSIEP review argued the need for culturally appropriate education, but few were explicit about what this means or what might actually be made different. There is much more yet to be explored.

Literacy and numeracy skills are crucial pre-conditions for achievement across all learning areas and are a major priority for action. The Taskforce emphatically supports the following as the single most important necessity for successful academic outcomes.

We are convinced that there will be no substantial improvement in educational outcomes for Aboriginal and Torres Strait Islander students unless there is a concentrated effort and a major investment in literacy development by the Commonwealth and the education providers, beginning in pre-school and continuing through the early childhood years and beyond. (National Review of Education for Aboriginal and Torres Strait Islander Peoples: Final Report, page 91*)*

Many Aboriginal and Torres Strait Islander students do not speak Standard Australian English as their first language or first dialect. Access to ESL or English language acquisition programs and teaching strategies is crucial for the development of proficiency in English language, particularly in the early years.

It is essential that providers recognise that the language Indigenous students bring to the classroom is a valid form of communication, and needs to be valued linguistically as the foundation, if they are to acquire a deep knowledge and understanding of the English language in all its forms.

In all sectors of education there are basic areas of learning, key learning areas, priority learning areas, or disciplines that Indigenous people need access to and outcomes from. All providers need to be very aware of what their students have attained and put into place programs and methodologies that will ensure that students develop. There is a need to clearly measure the 'distance travelled' by students in academic achievement.

Currently there is limited data or research available on the attainment of Aboriginal and Torres Strait Islander students. In the compulsory schooling years, the nationally agreed curriculum and assessment framework and Statements and Profiles must be the primary measure of achievement in the eight key learning areas. Whilst

recognising variations between States and Territories in the implementation of the Statements and Profiles it is essential that some consistent reporting and monitoring process be available.

Year 12 results and completion rates in vocational education and training and higher education will be key measures in the post compulsory years. The monitoring and reporting of student achievement is pursued in priority 8.

PRIORITY 5

EARLY CHILDHOOD EDUCATION

to ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students.

NATSIEP GOALS: 13, 14, 15, 16. *NATSIEP REVIEW RECOMMENDATIONS: 25, 26, 31.*

OUTCOMES

5.1.e
The proficiency of Aboriginal and Torres Strait Islander children in Standard Australian English and numeracy will increase in early childhood years.

The foundation for further literacy development will be the home language of Aboriginal and Torres Strait Islander children including Aboriginal English, Kriol and traditional Aboriginal languages.

STRATEGIES

5.1.1.e
Evaluate existing literacy and numeracy programs to determine their appropriateness for Aboriginal and Torres Strait Islander children, and where necessary develop effective early identification and culturally and linguistically appropriate intervention strategies .

5.1.2.e
Negotiate with higher education institutions to ensure comprehensive pre-service training for students and graduate teachers in numeracy and English as a second language or dialect programs and teaching strategies appropriate for Indigenous students.

5.1.3.e
Provide inservice training for teachers and AIEWs in numeracy and English as a second language or dialect programs and teaching strategies for Indigenous students.

5.1.4.e
Introduce open learning technologies to assist the development of literacy and numeracy skills for Aboriginal and Torres Strait Islander children in early childhood education.

5.1.5.e
Negotiate with Indigenous higher education units to develop and implement inservice programs for educational psychologists, speech therapists etc in issues surrounding testing, assessment and diagnosis in cross-cultural settings.

OUTCOMES

5.2.e.
The achievement levels of Aboriginal and Torres Strait Islander students will improve in key learning areas in the early childhood years

STRATEGIES

5.2.1.e
Commission applied research into the underlying educational and development factors as well as health, welfare, housing and associated issues which impede achievement in the early years of schooling.

5.2.2.e
Collect and disseminate best practice in relation to centres' abilities to improve attainment in key learning areas.

5.2.3.e
Develop high quality curriculum and resource materials which include Aboriginal and Torres Strait Islander perspectives in the key learning areas.

5.2.4.e
Target the use of resources including AIEWs, specialist staff and supplementary tutoring to assist Aboriginal and Torres Strait Islander students to improve their performance in the key learning areas.

5.2.5.e
Implement personnel practices which increase teaching experience and expertise in areas where there are significant numbers of Aboriginal and Torres Strait Islander students.

5.2.6.e
Formalise assessment procedures, strategies and instruments which appropriately reveal Aboriginal and Torres Strait Islander children's achievement.

PRIORITY 5

SCHOOLING

to ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students.

NATSIEP GOALS: 13, 14, 15, 16. *NATSIEP REVIEW RECOMMENDATIONS: 25, 26, 31*

OUTCOMES

5.1.s
The proficiency of Aboriginal and Torres Strait Islander students in Standard Australian English and numeracy will increase in the compulsory years of schooling.

The foundation for further literacy development will be the home language of Aboriginal and Torres Strait Islander children including Aboriginal English, Kriol and traditional Aboriginal languages.

5.2.s
The achievement levels of Aboriginal and Torres Strait Islander students will improve in each of the key learning areas in the schooling years.

STRATEGIES

5.1.1.s
Provide comprehensive pre-service and inservice training for teachers and instructors of Aboriginal and Torres Strait Islander students, in literacy programs and curriculums.

5.1.2.s
Provide comprehensive pre-service and in service training for teachers in English language acquisition and ESL programs and teaching strategies. The foundation for further literacy development will be the home language of Aboriginal and Torres Strait Islander student including Aboriginal English, Kriol, and traditional Aboriginal languages.

5.1.3.s
Culturally evaluate accepted mainstream literacy and numeracy programs, determine their appropriateness for Aboriginal and Torres Strait Islander students and, where necessary, develop new approaches.

5.1.4.s
Provide appropriate programs for Aboriginal and Torres Strait Islander students with special needs disabilities.

5.1.5.s
Introduce technology and technology information to assist the development of literacy and numeracy skills for Aboriginal and Torres Strait Islander students in schools.

5.1.6.s
Identify and utilise computer software packages that can assist achievement in educational outcomes in the key learning areas.

5.2.1.s
Commission applied research into the underlying health and educational development factors which lead to improved achievement in the early years of schooling and develop appropriate programs and services to address these factors.

5.2.2.s
Collect and disseminate best practice in relation to schools' abilities to improve attainment in the key learning areas.

OUTCOMES	STRATEGIES
5.2.s (cont)	*5.2.3.s* *Develop high quality curriculum and resource materials which include Aboriginal and Torres Strait Islander perspectives in the identified key learning areas.*
	5.2.4.s *Target the use of resources including AIEWs, specialist staff and supplementary tutoring to assist Aboriginal and Torres Strait Islander students to improve their performance in the eight key learning areas.*
	5.2.5.s *Implement personnel practices which increase teaching experience and expertise in areas where there are significant numbers of Aboriginal and Torres Strait Islander students.*
	5.2.6.s *Formalise assessment procedures, strategies and instruments which appropriately reveal Aboriginal and Torres Strait Islander children's achievement.*
5.3.s **Increased numbers of Aboriginal and Torres Strait Islander students will successfully complete year 12 or equivalent.**	*5.3.1.s* *Collect and disseminate best practice in developing supportive school environments for successful completion of senior secondary schooling.*
	5.3.2.s *Target resources to programs to support successful completion of Years 11 and 12.*

PRIORITY 5

VOCATIONAL EDUCATION AND TRAINING

to ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students

NATSIEP GOALS: 13, 14, 15, 16.

NATSIEP REVIEW RECOMMENDATIONS: 25, 26, 31.

OUTCOMES

5.1.v
An increase in the proficiency of Aboriginal and Torres Strait Islander students in Standard Australian English and numeracy in post compulsory education.

The foundation for further literacy development will be the home language of Aboriginal and Torres Strait Islander student including Aboriginal English, Kriol and traditional Aboriginal languages.

5.2.v
An improvement in the achievement levels of Aboriginal and Torres Strait Islander students in priority subjects and disciplines.

STRATEGIES

5.1.1.v
Develop effective identification and culturally and linguistically appropriate intervention strategies for Indigenous students and adults in literacy.

5.1.2.v
Provide comprehensive pre-service and inservice training for lecturers and instructors in English language acquisition and ESL programs and teaching strategies.

5.1.3.v
Culturally evaluate accepted mainstream literacy and numeracy programs to determine their appropriateness for Aboriginal and Torres Strait Islander students and adults and, where necessary, develop new approaches.

5.1.4.v
Provide appropriate programs for Aboriginal and Torres Strait Islander students and adult students with special needs or disabilities.

5.1.5.v
Introduce technology and technology information to assist the development of literacy and numeracy skills for Aboriginal and Torres Strait Islanders in VET.

5.2.1.v
Collect and disseminate best practice in relation to VET public and private providers' ability to improve attainment in key subjects and disciplines.

5.2.2.v
Develop high quality culturally appropriate curriculum and resource materials with significant input from Aboriginal and Torres Strait Islander peoples.

5.2.3.v
Target the use of resources including counsellors, specialist staff and supplementary tutoring to assist Aboriginal and Torres Strait Islander students to improve their performance in the priority learning areas.

OUTCOMES	STRATEGIES
5.2.v (cont)	*5.2.4.v* *Implement personnel practices which increase the teaching experience and expertise in areas where there are Aboriginal and Torres Strait Islander students.* *5.2.5.v* *Develop and formalise assessment procedures, strategies and instruments which appropriately reveal Aboriginal and Torres Strait Islander student achievement.* *5.2.6.v* *Identify and utilise computer software packages that can assist achievement in educational outcomes in the priority learning areas.*
5.3.v **Completion of vocational education and training courses and subjects by Aboriginal and Torres Strait Islander students in priority areas will be improved.**	*5.3.1.v* *Commission applied research into the diversity and distribution of particular teaching and learning needs of Aboriginal and Torres Strait Islander students and successful completion of subjects and courses.* *5.3.2.v* *Ensure adequate Indigenous student support services such as tutoring and counselling in priority areas.* *5.3.3.v* *Promote and increase the awareness of the National Training Reform Agenda with a specific focus on Indigenous communities.*
5.4.v **Increased numbers of Indigenous students will gain employment after participation in education and training.**	*5.4.1.v* *Promote and increase industry partnerships through ANTA, Industry Training Advisory Boards and other structures, including promotion of the skills of Indigenous people to industry.* *5.4.2.v* *Monitor employment levels for Indigenous graduates over time to inform and promote best practice.* *5.4.3.v* *In consultation with industry, develop and implement promotional packages on industry and employment opportunities for Aboriginal and Torres Strait Islander peoples.*

PRIORITY 5

HIGHER EDUCATION

to ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students

NATSIEP GOALS: 13, 14, 15, 16.

NATSIEP REVIEW RECOMMENDATIONS: 25, 26, 31.

OUTCOMES

5.1.h
An improvement in the achievement levels of Aboriginal and Torres Strait Islander students will be achieved.

STRATEGIES

5.1.1.h
Collect and disseminate best practice in relation to universities' ability to improve attainment in priority learning areas.

5.1.2.h
Develop high quality culturally appropriate curriculum and resource materials with significant input from Aboriginal and Torres Strait Islander peoples.

5.1.3.h
Target the use of resources including counsellors, specialist staff and supplementary tutoring to assist Aboriginal and Torres Strait Islander students to improve their performance in priority learning areas.

5.1.4.h
Implement personnel practices which increase the teaching experience and expertise in areas where there are Aboriginal and Torres Strait Islander students.

5.1.5.h
Develop performance measures to assess the qualitative provision of support to Aboriginal and Torres Strait Islander students attending university.

5.1.6.h
Indigenous centres to provide teaching programs on professional literacy.

PRIORITY 5

PERFORMANCE MEASURES

to ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students.

NATSIEP GOALS: 13, 14, 15, 16. *NATSIEP REVIEW RECOMMENDATIONS: 25, 26, 31.*

The following are targets to be achieved for the early childhood education, schooling, vocational education and training and higher education sectors under priority 5.

Education and training providers and systems will report annually upon their progress towards meeting these targets.

The target date for achievement is the end of each calendar year unless otherwise indicated.

YEAR	TARGETS
1996	*A revised framework for reporting on student achievement including the collection of baseline data is developed.*
1997	*Education and training systems/providers report annually on student achievement against the agreed national reporting framework.*
2002	*Education and training systems/providers demonstrate significant increase in the proficiency of Aboriginal and Torres Strait Islander children in Standard Australian English to levels comparable to mainstream Australian children.*
2002	*Education and training systems/providers will demonstrate significant increase in the proficiency of Aboriginal and Torres Strait Islander children in numeracy to levels comparable to mainstream Australian children.*

PRIORITY 6

to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students

NATSIEP GOALS: 17, 20, 21. *NATSIEP REVIEW RECOMMENDATIONS: 24, 27, 28.*

Education curricula has a crucial role to play in the development and maintenance of culture and language. At present, the teaching of Aboriginal and Torres Strait Islander cultures and languages in all sectors of education and training is very limited in actual programs available. The teaching of Aboriginal and Torres Strait Islander cultures and languages is essential for improved outcomes by Indigenous students through the strengthening of identity as well as realising the broader goal of reconciliation with the wider Australian community.

Aboriginal Studies and Torres Strait Islander studies have been identified as an essential element of the curriculum in Australian Schools in national policy statements such as the *Common and Agreed National Goals for Schooling in Australia* and the NATSIEP.

Aboriginal Studies and Torres Strait Islander studies and languages contribute to achieving important educational outcomes for Australian society, specifically:

- *to provide students with an understanding and respect for our cultural heritage including the particular cultural background of Aboriginal and ethnic groups (Common and Agreed National Goals for Schooling in Australia*, April 1989);

- *to enable Aboriginal and Torres Strait Islander students at all levels of education to have an appreciation of their history, cultures and identity; and*

- *that curricula at all levels should reflect the fact that Australia has an Aboriginal history (and Torres Strait Islander history) and Aboriginal viewpoints (and Torres Strait Islander viewpoints) on social, cultural and historical matters. It is essential that Aboriginal (and Torres Strait Islander) viewpoints, interests, perceptions and expectations are reflected in curricula, teaching and administration of schools. (Royal Commission into Aboriginal Deaths in Custody National Report, Recommendation 290*, 1991, page 95)

It is now time that Indigenous culture, language and history become a part of all education and training programs by integrating Indigenous perspectives across the curriculum. Aboriginal studies and Torres Strait Islander studies teach about the histories, cultures, values, beliefs, languages, lifestyles and roles of Aboriginal people and Torres Strait Islander people both before European invasion and up to the present day. This is essential for the participation of Indigenous people, social justice and reconciliation.

There are three recommended approaches for Aboriginal Studies and Torres Strait Islander studies which can be implemented separately or in combination:
- a discrete course or subject;
- units within other subjects; or
- across-the-curriculum in each key learning area or subject discipline.

Aboriginal studies and Torres Strait Islander studies are uniquely Australian and must be central areas of curricula for developing and enhancing, in all students, a range of knowledge, skills and understanding whilst recognising that Aboriginal and Torres Strait Islander students have different needs to other Australians. For Indigenous students, such studies are crucial to their identity, self-worth and achievements in life.

Universities have largely ignored Indigenous Australians in the development of their curricula. There have been some innovations to overcome this deficit but no Australian university is yet ensuring that every graduate has completed some Aboriginal studies during their university studies. Universities have to recognise that they must lead Australia in the reconciliation process between Aborigines and non-Aborigines. One way of achieving this is to ensure that Aboriginal and Torres Strait Islander studies is a part of every graduate's study.

Aboriginal studies and Torres Strait Islanders studies have particular relevance for the education of Aboriginal students and Torres Strait Islander students, by contributing to:

- a supportive learning environment;
- enhanced confidence and self-esteem;
- improved learning outcomes through the provision of culturally relevant curriculum;
- a stronger cultural identity; and
- an appreciation of contemporary Aboriginal society and environment and Torres Strait Islander cultures.

In the teaching environment, Aboriginal studies and Torres Strait Islander studies can assist all staff members to:

- develop knowledge and understanding of Torres Strait Islander students and Aboriginal students in their school or institution;
- value the languages, backgrounds and experiences of Aboriginal students and Torres Strait Islander students and community members;
- facilitate participation by Aboriginal parents and community members and Torres Strait Islander parents and community members in the education and training of their students; and
- heighten awareness of issues of racism and provide a more supportive environment to address them.

Our strategies are particularly aimed at advancing these objectives. We consider it essential that Indigenous communities have access to learning about their own languages and cultures in their education and training programs and that Indigenous perspectives are incorporated into all aspects of the learning areas or disciplines provided.

PRIORITY 6

EARLY CHILDHOOD EDUCATION

to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students

NATSIEP GOALS: 17, 20, 21.

NATSIEP REVIEW RECOMMENDATIONS: 24, 27, 28.

OUTCOMES

6.1.e
All Australian students will have knowledge and an appreciation of Aboriginal cultures and Torres Strait Islander cultures.

6.2.e
Aboriginal and Torres Strait Islander students have access to either their own or an alternative Aboriginal/Torres Strait Islander language in quality accredited programs

STRATEGIES

6.1.1.e
Negotiate with universities and colleges to ensure comprehensive pre-service education incorporating Indigenous studies and perspectives for teachers prior to employment.

6.1.2.e
Deliver accredited professional development focussing on Aboriginal studies and Torres Strait Islander studies for teachers.

6.2.1.e
In partnership with Aboriginal and Torres Strait Islander communities, develop, publish and implement curriculum, resources and curriculum frameworks for the delivery of Indigenous Australian languages.

6.2.2.e
Provide training for Aboriginal and Torres Strait Islander people to become Indigenous language instructors.

6.2.3.e
Promote best practice and innovative approaches including the use of computer-based and open learning approaches to language teaching.

6.2.4.e
Develop community language maintenance/learning programs for Aboriginal and Torres Strait Islander children, in consultation with individuals and communities, in accordance with the National Aboriginal Languages and Literacy strategy.

6.2.5.e
Provide continuing evaluation and review processes for Aboriginal and Torres Strait Islander language programs to determine community support, pedagogy, resourcing and appropriateness of content.

6.2.6.e
Continue consultation with Aboriginal and Torres Strait Islander communities and elders in development and teaching of specific Australian Indigenous languages.

OUTCOMES	STRATEGIES
6.3.e **The national LOTE framework values and includes Indigenous languages and recognises community ownership of those languages.**	*6.3.1.e* *Within the LOTE framework, produce guidelines for the recognition of non-literature based Indigenous languages similar to those developed and adopted for AUSLAN.* *6.3.2.e* *Investigate the possibility of the Commonwealth review of the copyright laws being used to protect community ownership of Indigenous languages and issues arising.*
6.4.e **Aboriginal and Torres Strait Islander perspectives and reconciliation strategies will permeate the curriculum.**	*6.4.1.e* *Develop and publish Aboriginal studies and Torres Strait Islander studies curriculum materials which are integrated and complementary across learning areas.* *6.4.2.e* *Provide continuing support and maintenance for cultural education programs/studies developed by, or in consultation with, Aboriginal and Torres Strait Islander communities including those specifically for Indigenous students.* *6.4.3.e* *Identify and disseminate best practice in incorporating Aboriginal and Torres Strait Islander perspectives across the curriculum.* *6.4.4.e* *Improve training for AIEWs to teach Aboriginal studies and Torres Strait Islander studies.* *6.4.5.e* *Promote and support the National Principles and Guidelines for Aboriginal Studies and Torres Strait Islander Studies K-12.* *6.4.6.e* *Continue to develop appropriate cultural resources (including the use of technology) for early childhood education, in partnership with Aboriginal and Torres Strait Islander communities and individuals.*

PRIORITY 6

SCHOOLING

to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students

NATSIEP GOALS: 17, 20, 21.

NATSIEP REVIEW RECOMMENDATIONS: 24, 27, 28.

OUTCOMES

6.1.s
All Australian students will have knowledge and an appreciation of Aboriginal cultures and Torres Strait Islander cultures.

6.2.s
Aboriginal and Torres Strait Islander students have access to either their own or an alternative Aboriginal/Torres Strait Islander language in quality accredited programs

STRATEGIES

6.1.1.s
Negotiate with universities and colleges to ensure comprehensive pre-service education incorporating Indigenous studies and perspectives for teachers prior to employment.

6.1.2.s
Deliver accredited professional development focussing on Aboriginal studies and Torres Strait Islander studies for teachers.

6.2.1.s
In partnership with Aboriginal and Torres Strait Islander communities, develop, publish and implement curriculum, resources and curriculum frameworks for the delivery of Indigenous Australian languages.

6.2.2.s
Provide training for Aboriginal and Torres Strait Islander people to become Indigenous language instructors.

6.2.3.s
Promote best practice and innovative approaches including the use of computer-based and open learning approaches to language teaching.

6.2.4.s
Develop community language maintenance/learning programs for Aboriginal and Torres Strait Islander children, in consultation with individuals and communities, in accordance with the National Aboriginal Languages and Literacy strategy.

6.2.5.s
Provide continuing evaluation and review processes for Aboriginal and Torres Strait Islander language programs to determine community support, pedagogy and resourcing, and appropriateness of content.

OUTCOMES	STRATEGIES
6.2.s (cont)	*6.2.6.s* *Aboriginal and Torres Strait Islander parents and community members actively participate in the development, implementation and monitoring of the school development plan to ensure cultural protocols, diversities, practices and educational aspirations are inclusive.* *6.2.7.s* *Provide 'in-community experience' for students learning language, especially for students from areas where language has been lost or a program is not yet in place.* *6.2.8.s* *Continue consultation with Aboriginal and Torres Strait Islander communities and elders in development and teaching of specific Australian Indigenous languages.*
6.3.s **The national LOTE framework values and includes Indigenous languages and recognises community ownership of those languages.**	*6.3.1.s* *Within the LOTE framework, produce guidelines for the recognition of non-literature based Indigenous languages similar to those developed and adopted for AUSLAN.* *6.3.2.s* *Investigate the possibility of the Commonwealth review of the copyright laws being used to protect community ownership of Indigenous languages and issues arising.*
6.4.s **Aboriginal and Torres Strait Islander perspectives and reconciliation strategies will permeate the curriculum.**	*6.4.1.s* *Develop and publish Aboriginal studies and Torres Strait Islander studies curriculum materials which are integrated and complementary across key learning areas.* *6.4.2.s* *Provide continuing support and maintenance for cultural education programs/studies developed by, or in consultation with, Aboriginal and Torres Strait Islander communities including those specifically for Indigenous students.* *6.4.3.s* *Identify and disseminate best practice in incorporating Aboriginal and Torres Strait Islander perspectives across the curriculum.* *6.4.4.s* *Improve training for AIEWs to teach Aboriginal studies and Torres Strait Islander studies.* *6.4.5.s* *Promote and support the National Principles and Guidelines for Aboriginal Studies and Torres Strait Islander Studies .* *6.4.6.s* *Continue to develop appropriate cultural resources (including the use of technology) for schooling, in partnership with Aboriginal and Torres Strait Islander communities and individuals.*

PRIORITY 6

VOCATIONAL EDUCATION AND TRAINING

to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students

NATSIEP GOALS:17, 20, 21. *NATSIEP REVIEW RECOMMENDATIONS: 24, 27, 28.*

OUTCOMES

6.1.v
All Australian students will have knowledge and an appreciation of Aboriginal and Torres Strait Islander cultures.

6.2.v
Aboriginal and Torres Strait Islander students will have access to an Aboriginal or Torres Strait Islander language in quality accredited programs.

STRATEGIES

6.1.1.v
Negotiate with universities and colleges to ensure comprehensive pre-service education incorporating Indigenous studies and perspectives for teachers prior to employment.

6.1.2.v
Deliver accredited professional development focussing on Aboriginal studies and Torres Strait Islander studies for teachers.

6.2.1.v
In partnership with Aboriginal and Torres Strait Islander communities, develop, publish and implement curriculum, resources and curriculum frameworks for the delivery of specific Indigenous Australian languages.

6.2.2.v
Provide training for Aboriginal and Torres Strait Islander peoples to become Indigenous language instructors.

6.2.3.v
Promote best practice and innovative approaches such as the use of computer-based and open learning approaches to language teaching.

6.2.4.v
Develop community language maintenance/learning programs for Aboriginal and Torres Strait Islander students across all sectors and levels by involving community members in consultation with individual communities, in accordance with the national Aboriginal languages and literacy strategy.

6.2.5.v
Provide ongoing evaluation and review processes for Aboriginal and Torres Strait Islander language programs to determine community support, appropriateness of content, pedagogy and resourcing.

OUTCOMES	STRATEGIES
6.2.v (cont)	*6.2.6.v* *In-community experience for students learning language especially for students from areas where language has been lost or a program is not yet in place.* *6.2.7.v* *Continue consultation with Aboriginal and Torres Strait Islander communities and elders in development and delivery of specific Australian Indigenous languages.*
6.3.v **Aboriginal and Torres Strait Islander perspectives and reconciliation strategies will permeate the curriculum.**	*6.3.1.v* *Develop and publish Aboriginal and Torres Strait Islander studies curriculum materials which are integrated and complementary across key courses and subjects.* *6.3.2.v* *Provide continuing support and maintenance for cultural education programs/studies developed by, or in consultation with, Aboriginal and Torres Strait Islander communities including those specifically for Indigenous students.* *6.3.3.v* *Continue to develop appropriate cultural resources (including the use of technology) for all levels of education and across all providers.* *6.3.4.v* *Identify and disseminate best practice in incorporating Aboriginal and Torres Strait Islander perspectives in integrated programs.* *6.3.5.v* *Continue to develop appropriate cultural resources (including the use of technology) for vocational education and training providers.*

PRIORITY 6

HIGHER EDUCATION

to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students

NATSIEP GOALS: 17, 20, 21.

NATSIEP REVIEW RECOMMENDATIONS: 24, 27, 28.

OUTCOMES

6.1.h
All Australian universities will offer Aboriginal studies or Torres Strait Islander studies.

6.2.h
All Australian teachers will have a qualification which includes Aboriginal studies units.

6.3.h
Aboriginal and Torres Strait Islander perspectives and reconciliation strategies will permeate the curriculum.

STRATEGIES

6.1.1.h
Universities to familiarise student teachers with existing early childhood education and schooling Aboriginal Studies courses, in collaboration with Indigenous centre staff.

6.1.2.h
Universities develop courses in heritage, environmental and community development through their Indigenous programs.

6.2.1.h
University pre-service and inservice education courses for teachers will include a compulsory accredited Aboriginal studies and/or education unit developed in negotiation and collaboration with Indigenous centres.

6.3.1.h
Develop and publish Aboriginal and Torres Strait Islander studies curriculum materials which are integrated and complementary across key courses and disciplines

6.3.2.h
Provide continuing support and maintenance for cultural education programs/studies developed by, or in consultation with, Aboriginal and Torres Strait Islander communities including those specifically for Aboriginal and Torres Strait Islander students.

6.3.3.h
Continue to develop appropriate cultural resources (including the use of technology) for all levels of education and across all providers.

PRIORITY 6

PERFORMANCE MEASURES

to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students

NATSIEP GOALS: 17, 20, 21. NATSIEP REVIEW RECOMMENDATIONS: 24, 27, 28.

The following are targets to be achieved for the early childhood education, schooling, vocational education and training and higher education sectors under priority 6.

Education and training providers and systems will report annually upon their progress towards meeting these targets.

The target date for achievement is the end of each calendar year unless otherwise indicated.

YEAR	TARGET
1998	*Education and training systems/providers have developed and implemented policies and curriculum programs which are inclusive of Aboriginal and Torres Strait Islander perspectives and reconciliation strategies.*
1998	*Education and training systems/providers in partnership with Aboriginal communities have developed and implemented an accredited Aboriginal and Torres Strait Islander language policy and programs for Aboriginal and Torres Strait Islander students and non-Indigenous students.*
1998	*There has been an increase in the numbers of Australian students accessing Aboriginal and Torres Strait Islander languages.*

PRIORITY 7

to provide community development training services including proficiency in English literacy and numeracy for Aboriginal and Torres Strait Islander adults

NATSIEP GOALS: 18, 19 *NATSIEP REVIEW RECOMMENDATIONS: NIL*

This priority is accorded a particular place in recognition of the need for all adults to have command of literacy and numeracy in today's society. Unfortunately, because of the lack of education and training services previously many Indigenous adults have been denied these skills. In today's Indigenous world of self-management and ownership of community services, the need for these skills and community development training has never been greater.

In this document there is a particular concentration on literacy and numeracy provision in early childhood education and schooling. Across the other priorities are found outcomes that address community development in the provision of all education and training services. It is to be expected that such needs in the Indigenous community become a thing of the past as soon as possible.

The achievement of empowerment and self-management for the Indigenous community is not just a matter of service provision via the systems group of the school or vocational education and training. Whilst they have a part to play it is essential that all groups recognise services particularly for the Adult and Community Education (ACE) sector. The roles played by independent providers, plus local decision making about their education and training needs, are vital to achieve the outcomes for this priority.

All sectors have a responsibility to contribute to this priority and there are many opportunities to be found for cross sectorial cooperation including the sharing of facilities and expertise. The following outcomes are presented as generic for all sectors to consider.

PRIORITY 7

ALL SECTORS OF EDUCATION & TRAINING

to provide community development training services including proficiency in English literacy and numeracy for Aboriginal and Torres Strait Islander adults

NATSIEP GOALS: 18, 19

NATSIEP REVIEW RECOMMENDATIONS: NIL

OUTCOMES

7.1
Employment, self-management and self-determination in education will be achieved in identified communities.

STRATEGIES

7.1.1.
Conduct pilots in the delivery of secondary education and post compulsory education and training, including teacher and community development training through innovative technologies.

7.1.2.
Develop traineeships in Aboriginal and Torres Strait Islander community management.

7.1.3.
Develop a range of culturally appropriate training for specialist community workers such as night patrol, community health, aged care and family counsellors.

7.1.4.
Increase the level of training for Indigenous managers and boards of governance of independent pre-school centres and schools.

7.2
Improved planning and coordination of community education and training services across all sectors has occurred.

7.2.1.
Ensure there is Indigenous community input into planning, design, construction and use of community based buildings and facilities.

7.2.2.
Provide accessible, secure, and non-threatening learning places in recognition of the special needs of Aboriginal and Torres Strait Islander adults.

7.2.3.
Negotiate partnerships between communities, private providers and systems to provide access to education and training services.

7.2.4.
Provide opportunities for Aboriginal and Torres Strait Islander peoples to have a significant role in school planning and to develop skills which are useful in other community contexts.

OUTCOMES	STRATEGIES
7.3 **There is increased availability of community based literacy programs and greater participation in English language and numeracy courses.**	*7.3.1.* *Further develop a range of culturally appropriate literacy and numeracy curricula.* *7.3.2.* *Ensure Aboriginal and Torres Strait Islander representation on State and Territory literacy councils.* *7.3.3.* *Increase the availability of work experience and work-based literacy programs.* *7.3.4.* *Provide literacy and numeracy support which is integrated into other vocational education and training courses for Indigenous peoples.*
7.4 **Universities contribute to improved English literacy skills in Indigenous communities.**	*7.4.1.* *Provide pre-service and inservice training for specialist English literacy teachers.* *7.4.2.* *Provide supplementary English literacy support for Indigenous students enrolled in universities where appropriate.* *7.4.3.* *Conduct research into factors and practices to improve English literacy for Aboriginal and Torres Strait Islander adults.*

PRIORITY 7

PERFORMANCE MEASURES

to provide community development training services including proficiency in English literacy and numeracy for Aboriginal and Torres Strait Islander adults

NATSIEP GOALS: 18, 19 *NATSIEP REVIEW RECOMMENDATIONS: NIL*

The following are targets to be achieved for the early childhood education, schooling, vocational education and training and higher education sectors under Priority 7.

Education and training providers and systems will report annually upon their progress towards meeting these targets.

The target date for achievement is the end of each calendar year unless otherwise indicated.

YEAR	TARGET
2002	*A significant increase in the proficiency of English literacy and numeracy for Aboriginal and Torres Strait Islander adults.*

PRIORITY 8

to improve NATSIEP implementation, evaluation and resourcing arrangements

NATSIEP GOALS: ALL *NATSIEP REVIEW RECOMMENDATIONS: 2, 32-44*

Implementation Arrangements

At the MCEETYA meeting in May 1995, all Australian governments re-affirmed their commitment to implement the National Aboriginal and Torres Strait Islander Education Policy (NATSIEP) through cooperative arrangements covering educational planning and review towards the achievement of the 21 goals. In accordance with its terms of reference, the Taskforce has developed a nationally agreed strategy for Aboriginal and Torres Strait Islander education and training priorities and desired outcomes into a coordinated action plan to the year 2002.

The Taskforce affirms that Commonwealth IESIP funding is supplementary to the services provided by most education and training providers. However, IESIP planning and review arrangements provide a basis to improve and streamline the implementation arrangements in the full range of Indigenous education and training programs. In practice, education and training providers are accountable to a range of groups including the Aboriginal and Torres Strait Islander communities they serve.

These reforms include:

- changes to Commonwealth and State and Territory advisory mechanisms as described in Priority 1, to:
  - provide a forum to address issues of common concern from member organisations, communities or government departments such as DEETYA;
  - enable cross-sectorial approaches and better delineation of services by education and training providers through service agreements with other services including health, welfare, employment and housing; and
  - advise on strategic directions and research priorities within the State or Territory;
- triennial Operational Plans prepared by education and training providers will be the primary planning mechanism for implementation of the nationally agreed outcomes and strategies;
- Operational Plans will have a much greater focus on educational outcomes than on process and information input; and
- the nationally agreed *Collaborative Action Plan* replaces the need for State and Territory strategic plans and performance appraisals, thereby eliminating the duplication which currently exists between strategic and Operational Plans.

At the national level, the Indigenous advisory body will assist joint policy implementation arrangements by:

- the provision of advice related to national strategic directions and research priorities;
- negotiating the implementation of strategies under the principles of self-determination, social justice and reconciliation; and
- developing cooperative partnerships with other agencies to provide a more holistic approach to Aboriginal and Torres Strait Islander education and training.

State and Territory governments in partnership with Aboriginal communities and advisory bodies would determine the structure and representation of education and training advisory mechanisms to meet their particular context. Funding for State and Territory advisory bodies should be provided on the basis of Indigenous student numbers, taking into account identified differential operating costs.

Reporting And Review

On the basis of the evidence presented to us, we believe that the current reporting and monitoring arrangements across all sectors are inadequate. (National Review of Education for Aboriginal and Torres Strait Islander Peoples, page 104)

For the purposes of this report, *reporting* can be described as 'telling what is going on', i.e. communicating the information from monitoring or evaluation to students, parents, system authorities, Indigenous communities and other stakeholders.

Review can be described as 'measuring and reflecting on what is going on', i.e. making judgements about the success or failure of a program, policy or learning activity.

The Taskforce asserts that the primary purpose for reporting and review within the NATSIEP is to improve practices in teaching and learning outcomes for Aboriginal and Torres Strait Islander students. Reform in this area is a major imperative over the next five years.

Until quite recently, there has been little information about Aboriginal and Torres Strait Islander peoples' access to, participation in, and outcomes from, education.

The introduction of the NATSIEP in 1990, together with a general recognition of the importance of better quality information for policy development and resource allocation, has helped to change this situation. However, while there has been more reporting of process and input information through the NATSIEP and other measures, a significant shift in emphasis is required to assess the quality of educational outcomes as opposed to measuring only input and quantitative outcomes with a view to improving future practice.

A shift to outcomes-based reporting will be a better measure of the effectiveness of education and training services, and is consistent with reporting trends in the mainstream, such as the Annual National Report on Schooling (ANR) or the National Equity Program for Schools.

The Taskforce affirms the need for innovation through the Commonwealth *Strategic Results Initiatives.* Documentation of developing expertise and successful processes under this program will benefit other providers and communities which are facing similar challenges.

The Taskforce recognises that there are many and complex issues to be overcome and these should be addressed in a strategic and systematic fashion as described in the following action plan. As 1996 has been agreed as a transitional year for the development of baseline data, a number of national collaborative projects are proposed.

A starting point for the Taskforce has been the identification of principles for monitoring, reporting and evaluation which attempt to meet accountability requirements whilst retaining educational and cultural integrity. These principles are outlined in Table 1 on the following page.

TABLE 1

PRINCIPLES FOR INDIGENOUS EDUCATION AND TRAINING REPORTING AND REVIEW

The following principles should underpin a national Indigenous reporting and review framework.

Reporting and review initiatives will:

- ensure partnership with Aboriginal and Torres Strait Islander peoples at all stages of the planning and review process;
- implement the principles of self determination, social justice and reconciliation;
- ensure a full range of improved learning outcomes including the transmission of Aboriginal and Torres Strait Islander culture;
- recognise the need for accountability to Aboriginal and Torres Strait Islander communities as well as to governments and education authorities;
- be designed to be of use to teachers, managers and system authorities for program and policy improvement, curriculum reform and equitable resource allocation;
- include qualitative as well as quantitative outcome measures;
- observe State, Territory and Commonwealth privacy principles, including:
  - *steps are taken to ensure data is not inaccurate, incomplete, irrelevant, out of date or excessively personal;*
  - *steps are taken to ensure data is secure, not misused or used for purposes other than which was intended;*
  - *recorded subjects have access and the opportunity to correct data; and*
  - *recorded subjects have the opportunity to provide consent for third party use of data;*
- ensure data collected is reported in constructive ways to inform and refine current practise rather than reinforcing negative stereotypes;
- ensure a greater focus on the notion of 'distance travelled' or improvement over time;
- eliminate duplication of effort and provide reasonable timelines for agencies to provide data;
- recognise inherent limitations including imprecision in collections, sampling techniques and cultural bias in assessment and survey design;
- recognise the supplementary nature of targeted support programs; i.e. learning outcomes are the prime responsibility of the authority; and
- ensure information is feasible to collect in terms of time and resources.

A Proposed Reporting Framework

A proposed national reporting framework will have the following characteristics:

- Education and training providers will report annually against selected quantitative and qualitative performance indicators under priorities 1 to 7 and others which reflect local priorities. The development of suitable Indigenous education and training performance indicators is an immediate priority for the first half of 1996;
- The format of Indigenous education reports will be the same as for other existing reporting mechanisms, such as the Annual National Report on Schooling, to reduce the level of duplication of administrative effort;
- Systems and agencies will prepare an annual return based upon, but not exhaustive of, the current IESIP statistical annexe. Outcomes-based measures will require progressive development over the next triennium;
- Initiatives funded under Strategic Results Project funding will be documented in ways which enable widespread sharing of the innovation or best practice;
- Systems and agencies will report annually on total resources for Indigenous education and training including the percentage of expenditure on administration and salary on-costs; and
- Systems and agencies will prepare an annual acquittal statement to verify Commonwealth per capita IESIP recurrent funds were used for the purposes for which they were provided (as per the NEPS program).

A Proposed Research Framework

Many areas remain in Indigenous education and training where there is limited data or where there is no conclusive notion of what constitutes best practice. The NATSIEP Review indicated some priorities for research in Recommendation 34, as well as re-affirming the need for Aboriginal and Torres Strait Islander peoples to be engaged as equal partners in all stages of research from design to reporting of results.

The National Indigenous education and training advisory body described in priority 1, with specialist expertise as required, should oversee a research calendar in areas of strategic importance. A range of research priorities recommended by the NATSIEP Review and other sources are included under this outcome.

To maximise effective use of resources, the National Indigenous education and training advisory body should consider existing initiatives such as the focus areas of the Australian National Report on Schooling, the Education Outcomes Survey by the University of Melbourne and projects suggested by the Indigenous Advisory Committee of the Australian Council for Educational Research.

State and Territory advisory bodies will provide support and expertise to projects in State and Territory and local areas.

Resources

The NATSIEP Review examined the allocation, distribution and management of resources for Aboriginal and Torres Strait Islander education, and the compatibility of these resource allocations with needs.

The Review called for the provision of funding on a more secure and stable basis through per capita recurrent grants with simpler accountability requirements similar to other Commonwealth recurrent programs. The Review also called for clearer identification of expenditure of funds provided from the NATSIEP and from other sources.

The Taskforce re-affirms the original intention of Commonwealth funding to supplement basic educational provision by State and Territory government systems. However, for many independent Indigenous education and training providers, IESIP funds form the basis of their programs.

Supplementary IESIP funding for Indigenous education and training initiatives will be made available on both a recurrent (i.e. per capita) and a strategic (submission) basis.

Funding for programs which are strategic in nature should be available on a submission basis based on criteria which includes the following:

- the extent to which the proposal has the potential to achieve the outcomes identified in this report, and in particular, contribute to improved learning outcomes for Indigenous students;
- the level of support for the proposal by local Indigenous communities, organisations and other stakeholders;
- the capacity to undertake, evaluate and implement the project's results following completion of the project;
- the extent to which innovative or best practice can be more widely applied to other situations; and
- the cost-effectiveness of the proposal.

The Taskforce supports all governments' endeavours to increase their level of financial effort in Aboriginal and Torres Strait Islander education and training. Further bi-lateral negotiations are required to determine the relative financial contributions between States and Territories and the Commonwealth for Strategic Results initiatives.

1996 will be a 'baseline' year for the documentation of existing financial effort and service standards, reporting and review and a transitional year for changes in funding arrangements.

A number of initiatives will need to be implemented early in 1996 to provide clear guidelines for education and training providers in the preparation of operational plans, reporting requirements and allocation of funds. These initiatives will be implemented in the context of bi-lateral negotiations between the Commonwealth and States and Territories to accelerate the reform process.

PRIORITY 8

ALL SECTORS OF EDUCATION & TRAINING

to improve NATSIEP implementation, evaluation and resourcing arrangements

NATSIEP GOALS: all

NATSIEP REVIEW RECOMMENDATIONS: 25, 26, 31.

OUTCOMES

8.1
Aboriginal and Torres Strait Islander peoples are equal partners in all NATSIEP implementation arrangements.

STRATEGIES

8.1.1.
Establish Aboriginal and Torres Strait Islander advisory mechanisms to enable coordinated and cross-sectorial implementation of this report by education and training providers.

8.1.2.
Provide training and development opportunities for Indigenous staff to ensure their effective participation in planning, reporting, review and research activities.

8.1.3.
Increase awareness of implementation arrangements through appropriate promotion and dissemination of information to providers and communities.

8.1.4.
The ANTA Aboriginal and Torres Strait Islander Training Council to provide advice on the State and Territory Training Profile guidelines and priorities.

8.1.5.
The Indigenous Higher Education Association to ensure that Aboriginal and Torres Strait Islander programs are represented in all DEETYA/ university profiling discussions and program development.

8.1.6.
Increase the number of Indigenous people employed in the implementation of the NATSIEP planning and review processes and research.

OUTCOMES	STRATEGIES
8.2 **Strategic and Operational Planning arrangements will be streamlined.**	*8.2.1.* *Government and independent education and training providers prepare Operational Plans which include:* • *key outcomes and strategies based on the MCEETYA Taskforce Collaborative Action Plan and other strategies determined at the State, Territory or local level;* • *strategies to develop innovative practices and extend best practice;* • *performance measures for expected outcomes and linked to funding initiatives where appropriate;* • *plans to meet nationally agreed performance measures;* • *the amount of IESIP funding for each initiative, including a declaration of salary and administrative on-costs; and* • *information about funding received from other areas.* *8.2.2.* *Widely disseminate the MCEETYA Taskforce report in print and electronic form.*
8.3 **Nationally agreed system review processes will be improved.**	*8.3.1.* *Establish a national project to document indicators of the quality of Aboriginal and Torres Strait Islander peoples' educational experiences for use in the review of operational plans.* *8.3.2.* *Compile baseline data to enable education and training institutions and authorities to evaluate progress in meeting national performance targets.* *8.3.3.* *Develop mechanisms to enable education and training providers to reference their own outcomes data with other providers to share and disseminate best practice.* *8.3.4.* *Implement appropriate validation processes for system authority reports on student outcomes, program and program expenditure.* *8.3.5.* *In partnership with Aboriginal and Torres Strait Islander peoples, develop and publish nationally agreed ethical standards (based on the ATSIC research ethics protocol) encompassing the monitoring and reporting and evaluation principles endorsed by the Taskforce, for the collection, collation, dissemination and use of data collected on Aboriginal and Torres Strait Islander students.*

OUTCOMES	STRATEGIES
8.4 **Aboriginal and Torres Strait Islander education and training reporting arrangements will be streamlined.**	*8.4.1.* *Conduct an audit of existing information and data systems to establish benchmark data for the 1997 - 1999 triennium.* *8.4.2.* *State and Territory government and non-government schooling authorities to integrate reporting on Indigenous education outcomes through the Annual National Report on Schooling.* *8.4.3.* *Enable publicly accessible reports at community, system, State and Territory and national levels.* *8.4.4.* *Negotiate parameters for reporting within the Annual National Report on Schooling.* *8.4.5.* *Government and independent VET authorities to integrate reporting on Indigenous education and training outcomes.*
8.5 **A nationally agreed research framework in education and training areas of strategic importance is established.**	*8.5.1.* *National advisory body established to plan research priorities, including:* • *a comprehensive audit of existing research into Indigenous education and training;* • *documentation of agreed ethical standards encompassing the principles identified in Table 1;* • *provision of advice in relation to research techniques in collaboration with the ACER and ANTA Indigenous advisory groups and other stakeholders;* • *longitudinal data across sectors including post-education destinations of Indigenous peoples;* • *educational responses to transiency; and* • *the influences of gender on access, participation and outcomes and appropriate responses to these differences.* *8.5.2.* *Establish mechanisms to validate the use of profiles or their equivalents as a measure of attainment for Aboriginal and Torres Strait Islander students within the ANR focus area for 1997.*

OUTCOMES	STRATEGIES
8.5 (cont)	*8.5.3.* *Negotiate the use of the current 'Educational Outcomes Survey' research on student achievement and educational experiences in the senior secondary sector.* *8.5.4.* *Develop an Indigenous education and training clearinghouse including monitoring of international trends in Indigenous education and training.*
8.6 **Aboriginal and Torres Strait Islander education and training service standards are improved.**	*8.6.1.* *Develop quality assurance criteria and benchmarks for Indigenous education and training services.* *8.6.2.* *Develop mechanisms and forums to enable providers to reference their outcomes data with other providers and to share and disseminate best practice.* *8.6.3.* *Implement best practice in relation to service agreements and strategic alliances with Indigenous health, welfare, employment, housing and other services.*
8.7 **Increase the application of best practice in Indigenous education and training programs and practice.**	*8.7.1.* *Research and publish existing examples of best practice in relation to proposed strategies under Priorities 1 to 7 as appropriate.* *8.7.2.* *Seek national agreement on guidelines for the criteria and selection processes for strategic funding for best practice.* *8.7.3.* *Evaluate innovative projects and disseminate successful project findings to other education and training providers.* *8.7.4.* *Explore pilot programs for monitoring the success of education and training programs in the cultural domain, such as Indigenous studies or language programs or the cultural element of 'both ways' programs.*

OUTCOMES

8.8
Equitable, streamlined and open State and Territory and Commonwealth funding arrangements for recurrent and strategic Indigenous education and training programs are established.

STRATEGIES

8.8.1.
Each State, Territory and national education and training system authority to report annually upon total resources for Indigenous peoples including the percentage of expenditure on administration and salary on-costs.

8.8.2.
Further develop and disseminate clear guidelines and procedures for negotiation of State, Territory and Commonwealth Aboriginal and Torres Strait Islander education agreements.

8.8.3.
Provide Indigenous support and teaching funds to Aboriginal and Torres Strait Islander cost centres within university budgets.

PRIORITY 8

PERFORMANCE MEASURES

to improve NATSIEP implementation, evaluation and resourcing arrangements

NATSIEP GOALS: all *NATSIEP REVIEW RECOMMENDATIONS: 25, 26, 31*

The following are targets to be achieved for the early childhood education, schooling, vocational education and training and higher education sectors under Priority 8.

Education and training providers and systems will report annually upon their progress towards meeting these targets.

YEAR	TARGET
April 1996	*Clear guidelines for the compilation of baseline data, the development of operational plans, future review procedures and funding arrangements for the 1997-1999 triennium will be bi-laterally negotiated with, and made available to, education and training systems and independent providers.*
August 1996	*Government and independent education and training providers will have prepared 1997-1999 Operational Plans.*
August 1996	*A national advisory structure to plan Indigenous education and training research priorities will have been established.*
August 1996	*Reporting arrangements through the ANR including the 1997 focus on Aboriginal and Torres Strait Islander education will have been clearly identified.*

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION AND TRAINING

APPENDICES

APPENDIX 1 ACRONYMS

ACE	Adult and Community Education
ACER	Australian Council for Education Research
AECGs	Aboriginal Education Consultative Groups
AESIP	Aboriginal Education Strategic Initiatives Program
AIEWs	Aboriginal and Torres Strait Islander Education Workers
AILF	Australian Indigenous Languages Framework
ANR	Annual National Report (on schooling)
ANTA	Australian National Training Authority
ASSPA	Aboriginal Student Support and Parent Awareness
ATSIC	Aboriginal and Torres Strait Islander Commission
AVTC	Australian Vocational Training Certificate
AVTS	Australian Vocational Training Scheme
CDEP	Community Development Employment Program
DEETYA	Department of Employment, Education, Training and Youth Affairs
ECE	Early Childhood Education *(normally refers to services to children aged 0 to 8.; for the purposes of this document, ECE refers to years 3 to 8, the age from which most services can be delivered by providers)*
EdNA	Education Network Australia
ESD	English as a second dialect
ESL	English as a second language
FTE	Full time equivalent
ITAB	Industry Training Advisory Boards
LOTE	Languages other than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NATSIEP	National Aboriginal and Torres Strait Islander Education Policy *(also often referred to as the AEP)*
NCEC	National Catholic Education Commission
NCISA	National Council of Independent Schools' Associations
NEPS	National Equity Program for Schools
RPL	Recognition of Prior Learning
TAFE	Technical and Further Education
VET	Vocational Education and Training

APPENDIX 2 TERMS OF REFERENCE

a To implement and advise on the above goals and areas and to articulate them in a way which clearly identifies agreed desired outcomes within the early childhood, primary, secondary, VET, higher education and adult and community education sectors as part of a coherent equity strategy. Where possible, the Taskforce should quantify these outcomes within negotiated target time-frames and develop nationally accepted indicators to inform the progress of their achievement.

b To develop priority areas for action and strategy frameworks which will aid the achievement of these outcomes in each education sector and identify the resources needed to address them.

In this area the Taskforce needs to ensure a flexible approach as provided for in section 3.2 of the Joint Policy Statement which recognises that individual education/training providers (with detailed knowledge of the aspirations and needs of their Aboriginal and Torres Strait Islander clients) will be responsible for determining how such strategies should be implemented within their jurisdictions.

c The Taskforce must also take particular account of the outcomes of the National Review of Education for Aboriginal and Torres Strait Islander Peoples.

d The Taskforce should also give consideration to issues which affect the education of all Australian students in developing an understanding of, and respect for, Aboriginal and Torres Strait Islander traditional and contemporary cultures as set out in NATSIEP goal 21.

e. To consider the extent to which there is cooperation and collaboration across systems, sectors and providers and to provide advice as to how services can be enhanced through maximising such cooperation.

f. To develop a national monitoring, reporting and evaluation framework to form a basis for the public accountability which is acceptable to, and manageable by the early childhood, primary, secondary, VET, higher education and adult and community education sectors, and which provides for appropriate involvement of Ministerial advisory groups in Aboriginal education and the Commonwealth Department of Employment, Education, Training and Youth Affairs (DEETYA).

g. In considering the reporting framework the Taskforce should examine existing education and training reporting mechanisms and requirements of States and Territories and the Commonwealth (such as the National Report on Schooling which is currently the reporting vehicle for the National Equity Program for Schools) to ensure consistency and reduce duplication of data collection. The reporting mechanisms should address the type of data sought, how it is to be collected and how often it is required. An efficient reporting system would inform schools of data sought and timelines at least twelve months in advance, and would require that data to meet the needs of all funding agencies.

h This issue would also be referred to the MCEETYA Schools and the Schools Statistics Taskforce and ANTA MINCO's ACVETS to ensure a coordinated approach.

i Factors such as health, living and other socioeconomic conditions which significantly impact on educational outcomes for Aboriginal and Torres Strait Islander people should, as for as possible, be taken into account by the Task force and agencies which are resourced for, and have responsibility for, such issues should be advised of the Taskforce outcomes.

j To consider the current administrative arrangements for the implementation of the Aboriginal Education Strategic Initiatives Program and other relevant DEETYA programs servicing Aboriginal people. Also to propose amendments to current structures which reflect the particular needs of all education providers and streamline current arrangements in a way that will increase the effectiveness of such programs in achieving the educational outcomes determined in (ii) a above.

k. To examine the means to better coordinate the strategies developed by education providers to give effect to the joint policy.

l. To identify the means by which Aboriginal people and Torres Strait Islanders might exercise greater educational self-determination.

m To monitor and advise on the implementation of those recommendations of the National Review of Education for Aboriginal and Torres Strait Peoples which are agreed to by State and Territories or the Commonwealth.

n To advise on the implementation of those recommendations that require cooperation between the Commonwealth and the States and Territories.

APPENDICES

APPENDIX 3 NATSIEP PRIORITIES AND 21 GOALS

PRIORITY 1

To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

1. To establish effective arrangements for the participation of Aboriginal parents and community members in decisions regarding the planning, delivery and evaluation of pre-school, primary and secondary education services for their children.

3. To establish effective arrangements for the participation of Aboriginal students and community members in decisions regarding the planning, delivery and evaluation of post-school education services, including technical and further education colleges and higher education institutions.

5. To provide education and training services to develop the skills of Aboriginal people to participate in education decision-making.

6. To develop arrangement for the provision of independent advice from Aboriginal communities regarding educational decisions at regional, State, Territory and National levels.

PRIORITY 2

To increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training

2. To increase the number of Aboriginal people employed as educational administrators, teachers, curriculum advisers, teacher assistants, home school liaison officers and other education workers, including community people engaged in teaching of Aboriginal culture, history and contemporary society and Aboriginal languages.

4. To increase the number of Aboriginal people employed as administrators, teachers, researchers and student services officers in technical and further education colleges and higher education institutions.

PRIORITY 3

To ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services

7. To ensure that Aboriginal children of pre-primary school age have access to pre-school services on a basis compatible to that available to other Australian children of the same age.

8. To ensure that all Aboriginal children have local access to primary and secondary schooling.

9. To ensure equitable access of Aboriginal people to post-compulsory secondary schooling, to technical and further education, and to higher education.

PRIORITY 4

To ensure participation of Aboriginal and Torres Strait Islander students in education and training

10. To achieve the participation of Aboriginal children in pre-school education for a period similar to that for all Australian children.

11. To achieve the participation of all Aboriginal children in compulsory schooling.

12. To achieve the participation of Aboriginal people in post-compulsory secondary education, in technical and further education, and in higher education, at rates commensurate with those of all Australian in those sectors.

PRIORITY 5

To ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students

13. To provide adequate preparation of Aboriginal children through pre-school education for the schooling years ahead.

14. To enable Aboriginal attainment of skills to the same standard as other Australian students throughout the compulsory schooling years.

15. To enable Aboriginal students to attain the successful completion of Year 12 or equivalent at the same rates as for other Australian students.

16. To enable Aboriginal students to attain the same graduation rates from award courses in technical and further education, and in higher education, as for other Australians.

PRIORITY 6

To promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students

17. To develop programs to support the maintenance and continued use of Aboriginal Languages.

20. To enable Aboriginal students at all levels of education to have an appreciation of their history, cultures and identity.

21. To provide all Australian students with an understanding of and respect for Aboriginal traditional and contemporary cultures.

PRIORITY 7

To provide community development training services including proficiency in English literacy and numeracy for Aboriginal and Torres Strait Islander adults

18. To provide community education services which enable Aboriginal people to develop the skills to manage the development of their communities.

19. To enable the attainment of proficiency in English language and numeracy competencies by Aboriginal adults with limited or no educational experience.

PRIORITY 8

To improve NATSIEP implementation, evaluation and resourcing arrangements.

APPENDIX 4 TASKFORCE PROCESS

At the Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA) meeting on 3-4 November 1994, the Council endorsed the proposal to establish a Taskforce to develop a national strategy for the education of Aboriginal and Torres Strait Islander peoples.

The proposal identified the guiding principles, terms of reference, consultation arrangements, membership and reporting timeframe for the Taskforce. A particular emphasis was placed on the need for action rather than further policy development.

The desired outcome of the Taskforce was a practical and action-orientated document to assist Aboriginal and Torres Strait education agencies to plan effective strategies for implementation of the NATSIEP for the 1997-99 triennium and beyond. The agreed strategy frameworks were planned to build on best practice to date and indicate priority areas for action.

The Taskforce has included representation from all States and Territories, national groups, Aboriginal education advisory and consultative groups and all sectors of education.

The work of the Taskforce was assisted by State and Territory reference groups which provided a link to a broad range of education providers, interested parties and communities. The Ministers' system nominee and advisory group nominee jointly managed the State and Territory consultative process.

In addition, Taskforce members consulted extensively with their constituent networks and other national peak bodies and groups.

The Taskforce met four times during 1995 in several working parties to:

- provide advice regarding the NATSIEP Review recommendations requiring joint State/Territory and Commonwealth action
- develop priority outcomes, strategies and performance measures for the early childhood education, schooling, vocational education and training and higher education sectors
- develop a framework for NATSIEP implementation arrangements, reporting and review and funding arrangements.

Several drafts of the NATSIEP implementation framework and collaborative action plan were circulated for comment during July to October 1995.

The Taskforce final report was presented to Ministers at the MCEETYA meeting on 8th December for endorsement.

APPENDIX 5 TASKFORCE MEMBERSHIP

Chairperson	*Dr Paul Hughes*
Representatives from each of the Commonwealth, State and Territory Ministers for Education	ACT *Allan Hird* Commonwealth *Peter Buckskin* NSW *Pam Gill* NT *Chris Makepeace* Qld *Frank Young* SA *Roger Thomas, Pat Buckskin* Tas *Clair Anderson, Arthur Hamilton* Vic *Bruce Kiloh, Jane Weston* WA *Dianne Kerr*
State and Territory AECGs or Ministerial Advisory Group	ACT *Lyn Holten* NSW *Linda Burney* NT *Lana Quall* Qld *Peggy Tidyman, Hope Neil* SA *Frank Lampard* Tas *Ros Langford, Lyndal Holton* Vic *Robert Saunders* WA *Cedric Jacobs*
Torres Strait Regional Education Committee	*Romina Fujii*
Aboriginal and Torres Strait Islander Commission	*Desmone Williams*
Indigenous Higher Education Association	*Colin Bourke*
Early Childhood Education Network	*Isabelle Adams*
Australian Education Union	*Davina Woods*
National Catholic Education Commission	*Diat Callope*
Independent education providers	*Karon Andersen*
Conference of education system CEOs	*Bruce Davis*
National TAFE Chief Executives Committee	*Dion Barnett*
Australian National Training Authority	*Peter Noonan*
National Federation of AECGs	*Mary Atkinson*
Independent vocational education and training sector	*Jack Beetson*
Secretariat	*Ken Laughton* *Mark Fryer* *Jan Makaev* *Greg Miller* *Kristine Watkinson* *Ken Wyatt*

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MEMBERS OF THE TASK FORCE