

4. Indigenous Education Statement

Section 1 Objectives for Indigenous higher education at Swinburne

Swinburne University of Technology remains committed to improving educational outcomes for Indigenous individuals and communities. In this, the University is guided by the *Swinburne University of Technology Act (1992)*, the *National Aboriginal & Torres Strait Islander Education Policy (AEP)* and other Commonwealth and Victorian Government policies related to social inclusion in tertiary education. Together with the University's *Indigenous Employment Strategy* (Appendix 1) and *Indigenous Education Strategy* currently under development (Appendix 2), the *Swinburne University of Technology Act* and the various policy statements provide the framework for Indigenous participation, programs and employment.

Swinburne is a 'dual-sector' institution offering a broad range of programs at vocational and higher education levels. In this context, the Indigenous Programs Office within the University's School for Sustainable Futures plays a major role in terms of the broad Indigenous agenda, across both the VET and higher education sectors. This agenda values:

- ⇒ diversity, inclusiveness of cultures, and pride in Indigenous identity, tradition, knowledge and practice
- ⇒ educational programs, delivery and support models that meet the expectations and needs of Indigenous individuals and communities
- ⇒ appropriate employment, professional development and career opportunities for Indigenous individuals
- ⇒ capacity-building for Indigenous communities

The importance of developing and implementing culturally-appropriate and supportive educational practices is well understood at Swinburne. Success depends directly on delivery models which ensure that Indigenous students have a learning environment that caters to, and allows for, traditional learning styles – while at the same time enabling these students to achieve nationally-recognized qualifications.

For these reasons, the University implements educational guidance programs such as the ITAS tutorial scheme and pathway programs to VET and higher education. These initiatives ensure that current and prospective Indigenous students have access to VET and higher education, and that they feel comfortable in the associated transitions. Community consultation is paramount in guiding policy development, ensuring that the needs of Indigenous students remain a focus of curriculum development, and also ensuring that the University's policies and practices support both recruitment and retention.

The Indigenous Programs Office works to monitor and progress Indigenous education across higher education and VET programs at the University. This involves extensive consultation with representatives of the traditional custodians of the Melbourne area and rural Victoria, representatives from the Victorian Aboriginal Education Association Incorporated (VAEAI) and Federal and State Government departments, as well as staff, students and senior managers from all areas of the University. To facilitate this ongoing consultation, Swinburne and Indigenous organizations work together through many different working groups, committees and partnerships (Appendix 3).

Section 2 Achievement of National Aboriginal & Torres Strait Islander Education Policy (AEP) goals in 2009 and plans for future years

2.1 To establish effective arrangements for the participation of Indigenous peoples in educational decision-making

Through the Indigenous Programs Office, the University is in direct, ongoing contact with Indigenous agencies and communities. This facilitates ongoing consultation and ensures that Indigenous interests are represented in the deliberations of committees and working groups. As noted in Section 1, Swinburne is actively involved in many Indigenous forums and community groups. Examples include the Parks Victoria Indigenous Reference Group, Aboriginal Affairs Victoria, the Victorian Aboriginal Community Services Association Ltd, and the Ngwala/Melbourne Storm Youth Work Training Working Group (Attachment 3).

As well, Indigenous staff members are active on the boards of various external committees of management with direct links to local Indigenous education and employment. Internally, the Director (Learning) of Swinburne's School for Sustainable Futures is a member of the University Council, the Council Planning & Buildings Committee, and various other management groups and committees including the University's Board of TAFE Studies.

Membership of these internal and external committees provides a sharing of knowledge, expertise and resources that will ultimately deliver improved education and employment outcomes for local Indigenous communities. Thus, Indigenous programs at Swinburne continue to be informed on educational issues via these committees – programs are designed through them, taking account of the needs of all stakeholders whilst maintaining cultural integrity in instructional design and resource development. As well, Indigenous committee members provide valuable input into the ongoing evaluation of program delivery and assessment models.

Finally, it should be noted that the Indigenous Support Program (ISP) Grant adds much value towards the achievement of this AEP goal. Among other things, the ISP Grant was used in conjunction with a Structured Training & Employment Projects (STEP) Grant in 2009 to (partially) fund Indigenous Programs Office activity and a position to co-ordinate work on Swinburne's Indigenous Education Strategy: complementing work done in 2008 in re-developing the Indigenous Employment Strategy (Section 2.2).

2.2 To increase the number of Indigenous peoples employed as academic and non-academic staff in Higher Education institutions

In 2001, the University Council adopted a *Policy for Employment of Indigenous Australians* to encourage and facilitate the employment of Indigenous people, but the following years saw only moderate success in terms of the Policy objectives. So, in 2007 Swinburne sought and obtained a STEP Grant to analyse performance in Indigenous employment and to re-develop the Policy through an appropriately consultative process. This project was conducted jointly by Swinburne's HR Unit and the Indigenous Programs Office in 2008, under the leadership of respected Indigenous academic Dr Barry Judd. The resultant Indigenous Employment Strategy was approved by the University Executive Group early in 2009 (Attachment 1). It has four strategic goals, viz.:

- ⇒ To increase employment opportunities for Indigenous Australians via provision of on-the-job training and the establishment of a supportive and diverse culture
- ⇒ To increase Indigenous employees at Swinburne University of Technology
- ⇒ To increase postgraduate educational opportunities for Indigenous Australians
- ⇒ To increase awareness of cross-cultural and Indigenous issues through diversity awareness training

For each of these goals, the Strategy specifies a number of actions. Appendix 1 provides a full list of these, but actions directly related to boosting Indigenous employment include the following.

- ⇒ Develop partnerships with feeder schools to capitalise on work experience programs and encourage Indigenous Australians to undertake work experience at Swinburne.
- ⇒ Attempt to negotiate a more flexible Indigenous Employment clause in the Academic and General Staff Certified Agreement to enable the direct engagement of Indigenous Australians as both employees and students through the use of traineeships.
- ⇒ Appoint a traineeship coordinator to oversee the Indigenous trainees.
- ⇒ Source and support Indigenous school leavers to undertake traineeships in entry level positions in partnership with trainee employers such as MEGT (Australia) Ltd, feeder schools and the Indigenous Programs Office.
- ⇒ Contact Indigenous students who have completed study in the past 3 – 4 years in order to use their stories or engage them as role models/mentors – especially in traineeship and apprenticeship areas – and provide scholarships for them to complete “Training and Assessment” qualifications so that they can teach on a flexible basis.
- ⇒ When vacancies arise or more staff are needed, convert trainees to employment positions.
- ⇒ Use Indigenous Programs Office networks and community knowledge to assist HR to appoint an Indigenous Australian to oversee the key actions detailed in the Strategy including Indigenous recruitment, the facilitation, coordination and establishment of Indigenous networks, and the provision of advice on the expansion of Indigenous education initiatives.
- ⇒ Recruit an Indigenous academic to a relevant academic area.
- ⇒ Engage Indigenous leaders and elders as adjunct appointments within a relevant academic area such as the University’s Institute for Social Research.
- ⇒ Review recruitment and appointment processes to collect Indigenous data and remove barriers to Indigenous applicants via more flexible appointment processes. For example, the lack of Indigenous representation on selection panels may deter some applicants.
- ⇒ Define the Indigenous field in the personal details form in Alesco (the core University HR system) to align with DEEWR reporting requirements.
- ⇒ Adopt employment conditions that better accommodate the specific cultural needs of Indigenous employees, such as the inclusion of cultural or extended family leave.
- ⇒ In collaboration with educational leaders, identify areas of teaching and research where Indigenous Australian expertise can make the valuable contribution.
- ⇒ Establish a recruitment pool of Indigenous Australians including past students, students from feeder schools and Indigenous students at Swinburne.
- ⇒ Advertise relevant positions in national Indigenous media such as the Koori Mail and National Indigenous Times, and via local and regional email distribution lists.
- ⇒ Partner with peak Indigenous employers to develop a secondment program to support Indigenous Australians to gain tertiary work experience for up to 12 months.

Excluding TAFE personnel, and casual and sessional staff members, five Indigenous individuals were employed full-time at Swinburne during 2009. Of these, two were engaged in higher education teaching roles. In addition, a number of other Indigenous personnel were employed by Swinburne’s TAFE Division as consultants and in various teaching and mentoring roles during the year and, as noted earlier, Dr Judd was contracted to lead the re-development of the University’s Indigenous Education Strategy throughout 2009.

2.3 To ensure equitable access for Indigenous students to higher education

Swinburne continues to facilitate access for Indigenous Australian students through modified entry requirements to higher education via the Indigenous Special Admissions Scheme, and ongoing consultation to ensure that community needs are met. The Indigenous Special Admissions Scheme allows Indigenous students to apply for special consideration of circumstances that include location, educational history, health and/or socio-economic disadvantage. (The Scheme requests students to provide community and family contact details for the purposes of confirming Aboriginality.)

The University has developed a niche, within the TAFE Division, offering higher level (AQF 5) diploma programs to foster skill development that should ultimately facilitate success in transition to higher education. The main target group is Indigenous workers in community organizations and government departments. The Indigenous Programs Office is active in partnering with the organizations concerned to build workforce skills that will contribute significantly to community capacity.

The development of pathways from VET to higher education is important in improving access to further educational opportunities. Swinburne makes use of its 'intersectoral advantage' in this regard, successfully delivering TAFE programs (often in the workplace or through blended delivery options that incorporate residential and non-residential workshops) for Indigenous cohorts in areas including business, community development, education, youth work and governance.

In order to provide an additional pathway from TAFE to higher education at Swinburne, development of a new advanced diploma program is under way. This qualification (in community leadership and development) will provide a higher level qualification as well as a new study pathway for Indigenous students. Targeted primarily at existing workers in Indigenous agencies, government and the not-for-profit sector who have completed certificate IV and diploma level study, the new program articulates to the second year of a Bachelor of Social Science degree, with 18 months to complete.

There is also a desire at Swinburne to increase access to postgraduate study for Indigenous people. For this reason, it is intended to develop a targeted academic scholarship scheme to overcome the existing barriers to participation in higher education at this level. Current Indigenous students will be encouraged to apply for these scholarships, with support and mentoring offered to enable scholarship holders to undertake sessional teaching and research work. The intention is that some of the individuals concerned will develop the knowledge, skills and desire to pursue an academic career at Swinburne upon completion (Appendix 1).

2.4 To achieve participation of Indigenous students in higher education at rates commensurate with those of other Australians

Swinburne is committed to ensuring the on-going participation of Indigenous students in further education and training, via ongoing community consultation and the development and delivery of 'Indigenous-specific' and mainstream TAFE and higher education programs. In 2009, Indigenous students (self-identified on enrolment forms) completed 120,000 SCH of accredited training through Swinburne TAFE. This equates to 167 FTE students in 2009 when the total SCH is divided by 720, as per the convention.

Most of this training was in four areas – community development, sport and recreation, youth work and governance. Indigenous traineeships with qualifications ranging from Certificate II to Certificate IV level are a feature of Swinburne's provision, in areas including financial services, hospitality, and sport and recreation.

In 2008 and again in 2009 there was strong take-up of Indigenous traineeship programs, with >150 participating students using both mainstream and Indigenous-specific support materials. Effective organisational liaison with employers ensured that these trainees developed important employability skills. In this context, a generic cross-cultural competency has been developed and added into all Indigenous traineeship programs, which feature a sharing of cultural experiences with Indigenous students in Canada.

Swinburne also collaborates closely with other organisations in support of *their* specific Indigenous employment strategies. Examples are the Australian Football League (AFL) and the ANZ Banking Group Ltd. In the case of the latter, students undertake the Certificate II in Business while they complete Years 11 and 12. On completion they are offered full time positions as Certificate III trainees with the ANZ (currently the main recruiter of Indigenous trainees from Swinburne). The Certificate III in Financial Services is provided across rural Victoria to ANZ trainees, through a combination of workplace and online delivery, and three trainees have already been offered full-time positions.

Through a partnership with Aboriginal Affairs Victoria, the Office of the Registrar of Indigenous Corporations, the Department of Premier & Cabinet in South Australia and other agencies, Swinburne has trained c. 340 Indigenous students in the Certificate IV in Governance. With a retention rate of approximately 95%, this program provides a pathway into the Diploma of Business (Governance) through to the new Advanced Diploma of Community Leadership & Development. As noted, the latter provides a further path to Swinburne's Bachelor of Social Sciences program. Swinburne, along with five partner organizations, was awarded the 2009 Business/Higher Education Round Table (BHert) Award in the Best Community Engagement Collaboration category for this governance training (Appendix 4).

In recent years, participation by Indigenous students in higher education programs at Swinburne has been stable, and consistently greatest in Management & Commerce programs.

| Broad field of education | Total Indigenous student enrolments (n) ¹ | | | | | |
|-----------------------------|--|------|------|------|------|---------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010YTD |
| Creative Arts | 4 | 4 | 3 | 5 | 6 | 9 |
| Engineering, etc. | 1 | 1 | 4 | 4 | 5 | 5 |
| Health | 1 | 1 | 1 | 0 | 0 | 0 |
| Information Technology | 1 | 1 | 2 | 1 | 0 | 0 |
| Management & Commerce | 8 | 7 | 9 | 12 | 10 | 5 |
| Natural & Physical Sciences | 1 | 0 | 1 | 3 | 1 | 1 |
| Society & Culture | 0 | 1 | 0 | 0 | 0 | 0 |
| Other/no information | 12 | 8 | 9 | 6 | 5 | 7 |
| Total | 28 | 23 | 29 | 31 | 27 | 27 |

¹ Total domestic student enrolments in higher education at Swinburne in 2008 and 2009 were 11,946 and 12,562, respectively. Indigenous *commencements* in 2008 and 2009 were 12 and 8, respectively. For all domestic students, the corresponding figures were 4,306 and 4,927. Indigenous student *completions* in 2008 and 2009 were 4 and 5, respectively. The corresponding figures for domestic students were 2,282 and 2,421.

| Access & participation at Swinburne ¹ | 2005 | 2006 | 2007 | 2008 | 2009 |
|--|------|------|------|------|------|
| <i>Access rate</i> ² (%) | 0.24 | 0.24 | 0.39 | 0.28 | 0.17 |
| <i>Participation rate</i> ³ (%) | 0.18 | 0.20 | 0.26 | 0.27 | 0.22 |
| <i>Participation ratio</i> ⁴ | 0.33 | 0.36 | 0.46 | 0.48 | n/a |

¹ Data for undergraduate and postgraduate students are combined.

² Access rate = % *commencing* Indigenous students in the *commencing* domestic student population.

³ Participation rate = % Indigenous students in the total domestic student population.

⁴ Participation ratio = the participation rate of Indigenous students ÷ the proportion of Indigenous students in the relevant population (ie., the Swinburne, Victorian or Australian student population).

As noted, Swinburne delivers training for Indigenous participants in Training & Assessment, Community Development, Alcohol & Other Drugs Work, Youth Work, Sport & Recreation, Business Administration, Business Governance, Community Services, Children's Services and Conservation & Land Management, and pathways are becoming established into appropriate advanced diploma and bachelor degree studies. These programs will provide a platform for Indigenous students to undertake further study in teaching and community work, and they constitute the minimum requirement for working in the community services and in training and assessment in Australian workplaces.

Continued development of pathways into TAFE, and from TAFE to higher education, will further enable Indigenous students to choose options that offer potential for ongoing, meaningful employment in various Indigenous and mainstream roles. Swinburne is committed to developing education-to-employment pathways, and to the employment and training of Indigenous teaching staff, by promoting the benefits of education and training for Indigenous students.

2.5 To enable Indigenous students to attain the same graduation rates from award courses in Higher Education as for other Australians

At Swinburne, the Indigenous Programs Office works with the higher education faculties and TAFE schools to support Indigenous students via several support programs – especially tutoring, through the ITAS tutorial scheme. As a result of these initiatives, Indigenous students feel more 'at ease' in their learning environment and better prepared to undertake and complete their studies. Thus, tutoring and mentoring programs are vital tools for the success of Indigenous students at Swinburne and in the wider community. The employment of Indigenous academic and teaching staff is also fundamental to providing a culturally-appropriate, supportive learning environment (Section 2.3).

Indigenous students studying higher education programs at Swinburne do about as well as other domestic students in terms of progression rate and grade point averages. On the other hand, retention rates for Indigenous students are consistently below those of other domestic students. Partly to strengthen performance in these areas, the University engaged Dr Judd in 2009 to lead the development of a broad Indigenous Education Strategy to complement the Indigenous Employment Strategy. The resultant (draft) Indigenous Education Strategy, for which the Executive Summary is provided here as Appendix 2, is informing the development of the University's overarching Social Inclusion Strategy. To progress implementation of the Indigenous Employment strategy and to support the development of the Indigenous Education and Social Inclusion Strategies, dedicated meetings of the University's Joint Consultative Committee are scheduled for 2010.

| Higher education programs | Progression (%) | | | | |
|---------------------------|-----------------|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 |
| Indigenous students | 78.5 | 97.2 | 85.6 | 84.0 | 87.0 |
| Other domestic students | 86.9 | 88.0 | 87.7 | 86.8 | 86.6 |

| Higher education programs | Mean grade point average (%) | | | | |
|---------------------------|------------------------------|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 |
| Indigenous students | 71.0 | 73.6 | 65.7 | 64.6 | 68.0 |
| Other domestic students | 67.0 | 66.9 | 67.1 | 67.4 | 67.3 |

| Higher education programs | Attrition (%) | | | | |
|---------------------------|---------------|------|------|------|-------------------|
| | 2005 | 2006 | 2007 | 2008 | 2009 ¹ |
| Indigenous students | 25.0 | 24.0 | 27.2 | 29.0 | 25.9 |
| Other domestic students | 20.6 | 18.5 | 16.5 | 17.5 | 18.3 |

¹ Preliminary (unofficial) figures.

| Higher education programs | Retention (%) ¹ | | | | |
|---------------------------|----------------------------|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 |
| Indigenous students | 72.2 | 72.2 | 79.2 | 67.9 | 72.7 |
| Other domestic students | 76.5 | 77.8 | 79.5 | 80.1 | 79.0 |

¹ Retention for a given year/cohort = (no. continuing students) ÷ (no. all enrolled students – no. completed).

| Higher education programs | Indigenous student completions (n) | | | | |
|---------------------------|------------------------------------|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 |
| Undergraduate | 0 | 1 | 4 | 1 | 4 |
| Postgraduate | 2 | 5 | 2 | 3 | 3 |
| Total | 2 | 6 | 6 | 4 | 7 |

Through its Strategic Planning & Quality, Student Administration and Equity Units, Swinburne ensures that Indigenous student participation and performance data provide an accurate basis from which to target, develop and evaluate support activities. As well, the Indigenous Programs Office continues to monitor and evaluate national and state programs to provide accurate benchmarks and reference points for the provision of culturally-appropriate support and study assistance.

2.6 To provide all Australian students with an understanding of, and respect for, traditional and contemporary Indigenous cultures

Swinburne is committed to the teaching of Indigenous studies, cultures and languages, as evidenced by the delivery of a range of Indigenous-specific programs and units. These include the LIN100 Indigenous Australian Studies unit, and additional Indigenous-specific units are in development. Using the skills of Indigenous elders, academics and teachers, the promotion of culture within units and programs is in line with community expectations for Indigenous education, and it facilitates success in delivery to Indigenous cohorts.

The adoption of the Indigenous Employment Strategy in 2009 (Section 2.2, Appendix 1) is ensuring that Swinburne managers receive cross-cultural and Indigenous awareness training as part of their mandatory diversity training. Managers, in turn, are encouraged to employ Indigenous staff in mainstream teaching positions. An important bi-product of an increasing Indigenous teaching presence should be elevated student awareness of Indigenous cultures and issues, across the disciplines, in both TAFE and higher education.

One particularly noteworthy initiative is the establishment within Swinburne's Faculty of Design of a Centre for Indigenous Knowledge & Design Anthropology (CIKADA). Planning for CIKADA began in 2009 with the appointment of noted Indigenous academic Dr Norman Sheehan, and it will draw together Indigenous Knowledge (a relational understanding of the world that describes the meaning and import of cultural, social and environmental connections through visual, oral and kinaesthetic methodologies) and Design Anthropology (which seeks to understand the role that 'design thinking' artefacts and processes play in defining what it means to be human).

Together, these approaches apply research and scholarship as culture-centred processes. Through these processes, community-aligned cultural values are used to generate innovations and understandings beneficial to the communities concerned.

In 2010, CIKADA is conducting several research projects in Aboriginal and Torres Strait Islander communities, funded by the Australian Research Council, the Office of Aboriginal and Torres Strait Islander Health, and Health Promotions Queensland. Further work in 2010 will include the recruitment of Indigenous and non-Indigenous RHD candidates and the establishment of Masters coursework programs (to commence in 2011 – 12) in Indigenous Knowledge and Design Anthropology.

The University also provides cultural recognition through staff, student and organizational participation in cultural activities including the Day of Healing, and Reconciliation and NAIDOC Weeks. Through involvement in these and other events, Swinburne students become more aware of traditional and contemporary Indigenous concerns, and it is hoped that this increased awareness will build mutual respect for Indigenous culture and heritage (and a growing respect for the ongoing role of Indigenous communities in Australia today).

Section 3 – Expenditure of Indigenous Support Program Grant

| Income for Indigenous Higher Education purposes | | \$ |
|--|--|----------------|
| 1 | 2009 ISP grant | 92,000 |
| 2 | Unspent 2008 ISP funds, carried over to 2009 | - |
| 3 | Total ISP income for 2009 | 92,000 |
| 4 | Other funds provided for Indigenous Higher Education ¹ - Commonwealth Government scholarships ² | 25,990 |
| 5 | Total Indigenous Higher Education income | 117,990 |
| Expenditure on Indigenous Higher Education | | |
| 1 | Project Manager (Dr B Judd) – 0.6FTE ; salary + on-costs | 48,000 |
| 2 | Community Agent (Ms K Booth) – 1.0FTE from 1 April; salary + on-costs | 45,000 |
| | Director, Learning, School for Sustainable Futures – 0.2FTE + on-costs | 25,000 |
| 3 | Non-salary – estimate only | 10,000 |
| 4 | Allocation of Commonwealth Government scholarships | 25,990 |
| 5 | Total Indigenous Higher Education expenditure | 153,990 |

¹ Swinburne also received funding for Indigenous vocational education and training (VET) from the Victorian Government via the University's 2009 Performance Agreement with Skills Victoria. This funding comprised: \$52,000 for a Koorie Liaison Officer position; Wurreker IEP/ITAS funding of \$81,000; and \$40,000 under the Industry Transition for Indigenous Apprentices & Trainees scheme.

² In 2009, 'new' scholarships comprised: two Indigenous Access Scholarships (value \$4,166 each); two Indigenous Commonwealth Education Costs Scholarships (value \$1,103.50 each per semester); and two Indigenous Commonwealth Accommodation Scholarships (value \$2,207.50 each per semester). Ongoing scholarships were two Indigenous Commonwealth Education Costs Scholarships and one Indigenous Commonwealth Accommodation Scholarship, valued as above.

Section 4 – Contact information

Sharon Rice

Director, Learning, School for Sustainable Futures
Swinburne University of Technology
Croydon Campus, Norton Rd., Croydon, Victoria, 3136
Phone: (03) 9726 1729 or 0411 488 758
Fax: (03) 9726 1425
E-mail: srice@groupwise.swin.edu.au

Christine Hayes

Manager, Centre of Lifelong Learning
School for Sustainable Futures
Swinburne University of Technology
Croydon Campus, Norton Rd., Croydon, Victoria, 3140
Phone: (03) 9726 1428
Fax: (03) 9726 1425
E-mail: scharles@groupwise.swin.edu.au

Anne Jenkins

Senior Indigenous Educator
Swinburne University of Technology
Lilydale Campus, Locked Bag 218, Lilydale, Victoria, 3140
Phone: (03) 9215 7023 or 0408 324 780
E-mail: ajenkins@groupwise.swin.edu.au

Andrew Peters

Lecturer, Indigenous Studies & Tourism
Swinburne University of Technology
Lilydale Campus, Locked Bag 218, Lilydale, Victoria, 3140
Phone: (03) 9726 1729
Fax: (03) 9726 1425
E-mail: apeters@groupwise.swin.edu.au

Miranda Madgwick

Indigenous Education Officer, Indigenous Programs Office
School for Sustainable Futures
Swinburne University of Technology
Lilydale Campus, Locked Bag 218, Lilydale, Victoria, 3140
Phone: (03) 9215 7174
Email: mmadgwick@groupwise.swin.edu.au

Section 5 – Publication of the Statement

The 2010 Indigenous Education Statement will be placed on the Indigenous Programs Office webpage at the following address: www.tafe.swinburne.edu/cevl/



Section 6 - Appendices

Appendix 1

Indigenous Employment Strategy 2009

SWIN
BUR
* NE *

SWINBURNE
UNIVERSITY OF
TECHNOLOGY

© Swinburne University of Technology 2009



Acknowledgement

This report has been prepared with funding provided by the Commonwealth of Australia as represented by the Department of Education, Employment and Workplace Relations.

Indigenous Employment Strategy

This paper has been prepared further to research and internal consultation undertaken by Dr Barry Judd, a respected Indigenous academic, to provide a framework for improving the involvement of Indigenous Australians in the Higher Education Sector. The paper focuses on ways to increase and support Indigenous Australians in their educational and employment endeavours.

The social and economic marginality experienced by Indigenous Australians extends to their ability to access, participate and succeed in higher education both as students in degree and postgraduate level study programs and as members of the higher education workforce where they are under-represented in academic and professional roles.

Swinburne's highly successful Indigenous education program, which generates approximately \$800,000 in income for TAFE, is an example of an initiative that addresses Indigenous issues whilst delivering organisational benefits.

It is expected that advancing Indigenous Australian employment across the University will deliver similar organisational benefits as experienced in TAFE. For example, increasing the number of Indigenous academic positions should enhance Swinburne's ability to undertake Indigenous focussed research and attract competitive grants from the ARC and other bodies to support such work.

The paper recommends a number of short and longer term actions to improve Indigenous engagement within Swinburne.





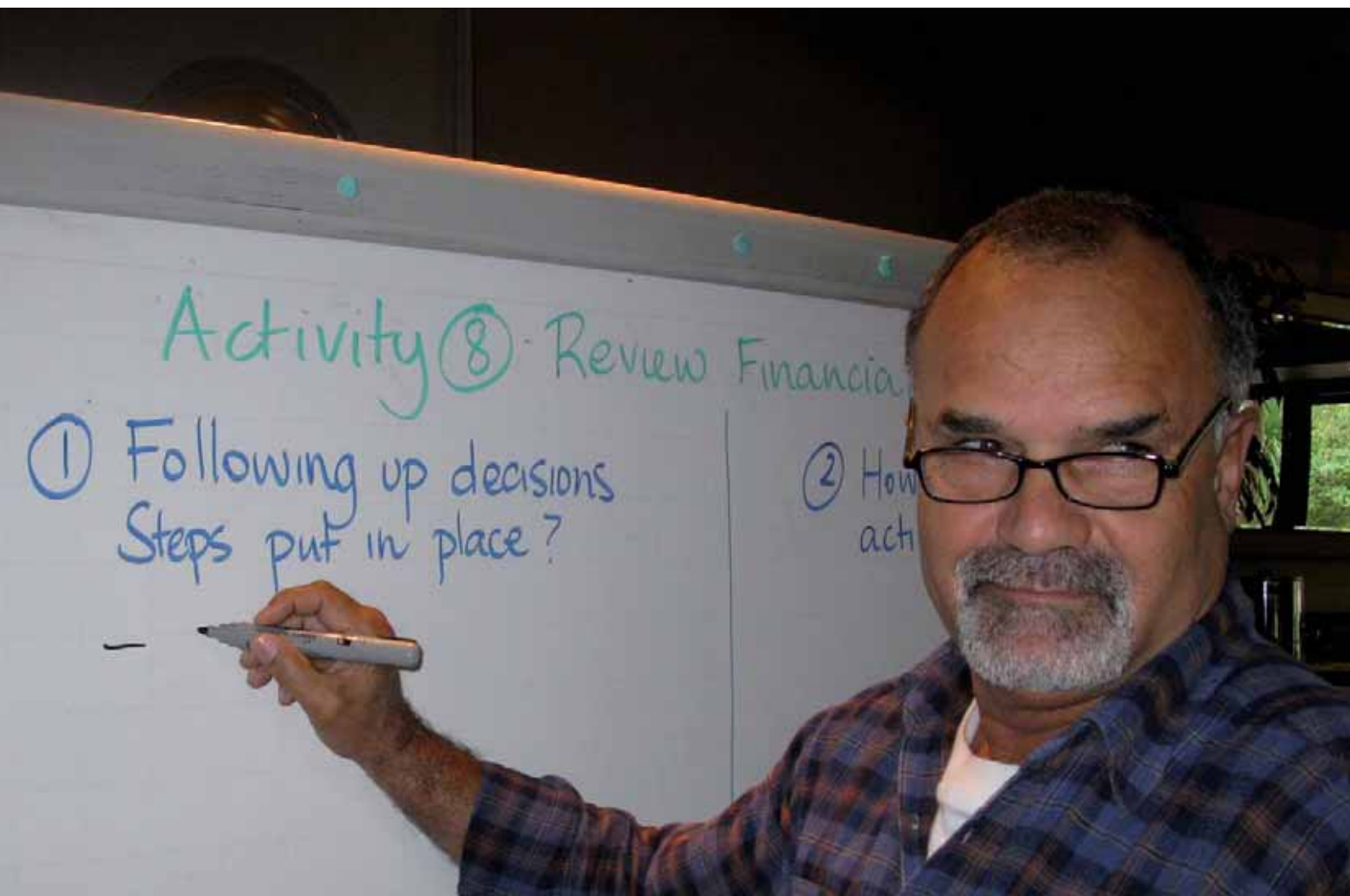
Objective and goals

Swinburne's objective is to increase the educational and employment opportunities of Indigenous Australians.

Four goals have been identified to aid strategic planning. These four goals are:

1. Increase employment opportunities for Indigenous Australians through the provision of on-the-job training and establishment of a supportive and diverse culture.
2. Increase post graduate educational opportunities for Indigenous Australians.
3. Increase Indigenous employees at Swinburne University.
4. Increase awareness of cross cultural and Indigenous issues through diversity awareness training.

These goals reinforce each other and should work towards achieving the proposed objective for the University.





RECOMMENDATION 1.

Increase employment opportunities for Indigenous Australians through the provision of on-the-job training and establishment of a supportive and diverse culture.



According to the Australian Bureau of Statistics (ABS) 2006 Census, Indigenous Australians are under-represented in the Australian workforce. Although employment rates for Indigenous people have improved in recent years, the unemployment rate remained three times higher (14%) than the national rate of unemployment (5%).

The following recommendations lay the foundations for Indigenous Australians to engage with Swinburne University and increase their skills and future employment prospects. In particular, work experience and traineeship programs support the transition of Indigenous Australians from secondary to post secondary education and future employment.

Recommendations

- Develop partnerships with feeder schools to capitalise on work experience programs and encourage Indigenous Australians to undertake work experience at Swinburne.
- Attempt to negotiate a more flexible Indigenous Employment clause in the Academic and General Staff Certified Agreement to enable the University to directly engage Indigenous Australians as both employees and students through the use of traineeships.
- Appoint a traineeship coordinator to oversee the Indigenous trainees. This position could take responsibility for the coordination of all trainees at Swinburne. This role is currently being informally managed by the Business Manager, TAFE Engineering Business Operations.
- Source and support Indigenous school leavers to undertake traineeships in entry level positions in partnership with trainee employers such as MEGT (Australia) Ltd, feeder schools and the Centre for Engagement in Vocational Learning (CEVL).
- Contact Indigenous students who have already completed studies over the last three or four years in order to use their stories or engage them as role models or mentors, especially in the areas of traineeships or apprenticeships, as we can provide scholarships for them to complete "Training and Assessment" qualifications and then teach on a flexible basis.
- Where vacancies arise or additional staffing is needed, convert trainees to employment at Swinburne.



RECOMMENDATION 2.

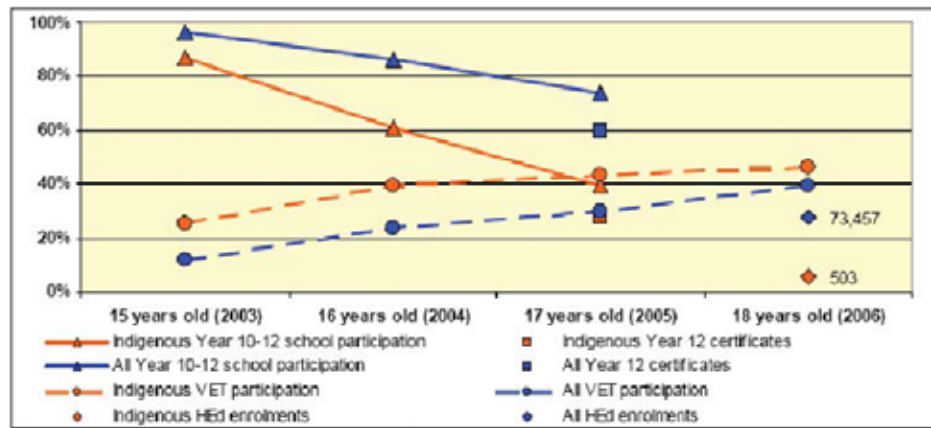
**Increase post graduate educational opportunities
for Indigenous Australians.**



Education is generally considered to be a key factor in improving outcomes for Aboriginal and Torres Strait Islander peoples, with many studies having shown that improved health and socio-economic status are directly linked to educational participation and achievement.

Indigenous students currently engage in education and training at lower rates of participation and achieve lower levels of educational attainment than for all Australian students as shown in the graph below.

Transition of a cohort of students through secondary school, VET, completion of a Year 12 Certificate and commencement of higher education.



Source: DEEWR Paper provided to IHEAC, Feb 08



A range of issues affect participation of Aboriginal and Torres Strait Islander peoples in education, particularly at post graduate levels, including: access to educational institutions; financial constraints; and, community expectations.

An academic scholarship scheme at Swinburne would support Indigenous Australians overcome some of these barriers and enable Indigenous Australians to undertake post graduate study. Current Indigenous students should be encouraged to apply. Further support and mentoring could be offered to enable scholarship holders to undertake sessional teaching and research work with a view to developing the necessary skills to undertake an academic career at Swinburne upon completion.

Recommendations

- Implement a targeted academic scholarship scheme for Indigenous Australians undertaking post graduate qualifications.
- Encourage and enable scholarship holders to undertake sessional teaching and research work to build an academic skill base.
- Consider instituting an Indigenous Research Methodologies Master Class.





RECOMMENDATION 3.

Increase Indigenous employees at Swinburne University.



Indigenous Australians are acutely under-represented within the Victorian Higher Education workforce. The Indigenous Higher Education Advisory Council data suggests that, while some positive gains have been made through the employment of Indigenous academics occupying teaching only roles, those engaged in research only and research and teaching positions are in decline since 2006.

While the employment of Indigenous Australians in academic roles, especially research only positions, is critical to Indigenous Australian participation in Australia's higher education sector, the employment of general staff is as important in attempts to create a critical mass of Indigenous Australians in the Higher Education Sector.

The enhancement of employment opportunities for Indigenous Australians also has the potential to generate additional income insofar as increases in Indigenous staff numbers is likely to attract increases in Indigenous Australian students attracted to an institution.

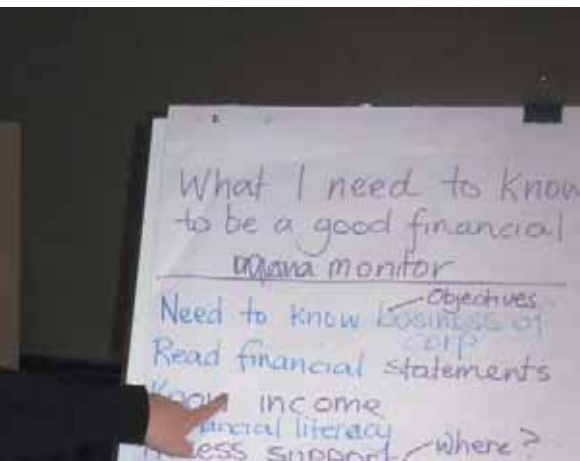
Swinburne's aim is to increase the number of Indigenous employees to better reflect the population percentage of Victorian Indigenous Australians and hopefully support the establishment of a highly visible and vibrant Indigenous Australian presence on campus. The Australian Bureau of Statistics 2006 estimates the Indigenous population to represent 0.6% of Victoria's total population.

To support this goal Swinburne must increase its reporting capabilities to address current challenges in the collection and reporting of accurate Indigenous employee data. A number of factors impede Swinburne's ability to capture and report meaningful Indigenous data including whether successful applicants and current staff identify as Indigenous Australians, system constraints and varied methods of engagement such as consultancies and traineeships.



Recommendations

- Utilise CEVL's Indigenous networks and knowledge of Indigenous communities to assist Human Resources appoint an Indigenous Australian to oversee the key actions detailed in this strategy including Indigenous recruitment programs, the facilitation, coordination and establishment of Indigenous networks and the provision of advice on the expansion of Indigenous education initiatives.
- Recruit an Indigenous academic to a relevant academic area.
- Engage Indigenous leaders and elders as adjunct appointments within a relevant academic area such as ISR.
- Review recruitment and appointment processes to collect indigenous data and remove any barriers to Indigenous applicants by introducing more flexible appointment processes. For example, the lack of Indigenous representation on selection panels may deter Indigenous applicants.
- Define the indigenous field in the personal details form in Alesco to align with DEEWR reporting requirements.
- Adopt employment conditions that reflect and better accommodate the specific cultural needs of Indigenous employees such as the inclusion of cultural or extended family leave.
- In collaboration with educational leaders, identify areas of teaching and research where Indigenous Australian expertise can make a valuable contribution to the University.
- Establish a recruitment pool of Indigenous Australians including past students, secondary students from feeder schools and the Indigenous students currently receiving tuition at Swinburne (currently 130 students).
- Advertise all relevant positions in national Indigenous media. For example, Koori Mail, National Indigenous Times and local and regional email distribution lists.
- Attempt to negotiate a more flexible Indigenous Employment clause in the Academic and General Staff Certified Agreement to better enable to University to engage Indigenous Australians as employees.
- Partner with peak Indigenous employers to develop a secondment program in which Indigenous Australians would be supported in gaining tertiary work experience for up to 12 months.





RECOMMENDATION 4.

Increase awareness of cross cultural and Indigenous issues through diversity awareness training.



In the 2007 DEEWR Indigenous Education Statements, out of 39 Australian universities 25 reported that they have an Indigenous member on the University Council or Senate, 30 out of 39 universities reported that they have an Indigenous advisory committee to advise senior management on Indigenous matters, and almost all universities report Indigenous representation on academic and management committees.

To maximise the opportunities to attract and retain Indigenous staff and students, Swinburne should consider having Indigenous representation in University governance to ensure cross cultural and Indigenous issues are explored and addressed.

Recommendations

- Consider having Indigenous representation in University governance through the use of Cultural Chair (Professorial or Adjunct) appointments.
- Ensure all managers receive cross cultural and Indigenous awareness training as part of compulsory Diversity training.
- Review relevant HR policies to ensure that Swinburne's commitment to diversity and inclusive practices are explicit. For example: the Appointments Policy.
- Review HR procedures to include flexibilities in recruitment, selection, appointment practices. For example, the Recruitment Strategy.





Appendix 2

Swinburne University of Technology Draft Indigenous Education Strategy – Executive summary

Prepared by Dr Barry Judd for CEVL (now incorporated into the School for Sustainable Futures)

Executive summary

Swinburne University of Technology is committed to improving outcomes for Indigenous Australian students. The University has identified the following objectives in this regard:

- to encourage Indigenous Australians to consider TAFE and University studies as an achievable and highly beneficial life option
- to ensure Indigenous Australian communities have confidence that Swinburne University of Technology provides a safe and supportive learning context in which Indigenous students are supported to achieve optimal educational outcomes
- to ensure that Indigenous Australians who possess the ability to succeed are not excluded from participating in education and training programs offered by Swinburne University of Technology because of financial disadvantage;
- to ensure Indigenous Australian students who participate in TAFE programs achieve a comparable rate of progression to university level studies as those achieved by all other students at Swinburne University of Technology; and
- to ensure that the University's Indigenous initiatives are developed as a whole-of-institution approach providing seamless pathways for Indigenous Australians in Swinburne education programs from certificate to PhD level studies.

Achieving these objectives will contribute to the University achieving its commitments outlined in the Statement of Directions 2015. In particular, effective global engagement requires us to accept the challenges posed by a culturally diverse student body that includes indigenous peoples.

This report reviews Swinburne's current strategy to achieve the objectives outlined above and concludes that although there is some positive activity in the TAFE Division the strategy is not effectively meeting the educational needs of Indigenous Australian students, particularly in the Higher Education Division.

To successfully achieve these objectives, this paper encourages senior management of the University to adopt a new Indigenous Education Strategy to ensure that Swinburne initiatives in Indigenous education are:

- viewed as a whole-of-institution responsibility in which administrative and teaching departments across the University are held accountable for outcomes
- addressed in a way that is truly dual-sectoral with teaching, learning and support being coordinated across the TAFE and Higher Education Divisions;
- inherently linked to University initiatives to encourage Indigenous Australian employment;
- considered to extend beyond the traditional equity and social justice agenda to be recognised as an area capable of attracting considerable external funding for teaching and, in particular, research activities with an Indigenous Australian focus; and
- effective in positioning Swinburne in the post-secondary education marketplace as a brand widely recognised and respected by Indigenous Australian people and their communities.

Experience has shown that specialised Indigenous program units that operate within a 'welfare only' paradigm are not effective. A review of local models of Indigenous education and research, particularly at Melbourne and Monash Universities, as well as structures at Swinburne in the past, highlights the importance of an integrated response to Indigenous education that is led by developments in teaching and research.

To that end, the following recommendations are made for a new Indigenous Education Strategy with broader Australian and international perspectives to enable Swinburne to prosper in the future.

Recommendations

1. That an integrated approach to Indigenous education be adopted to more effectively address Indigenous Strategies on a whole-of-institution approach. That the Indigenous Education Strategy is led by developments in teaching and research and is not developed in response to welfare agendas.
2. That all existing dedicated Indigenous education positions located in CEVL (TAFE) (now incorporated into the School for Sustainable Futures) be reviewed, position descriptions updated to reflect whole-of-institution needs and, where appropriate, positions readvertised.
3. That existing Indigenous Program activities within TAFE be retained by CEVL and augmented by the creation of a new position(s) in appropriate areas of the Higher Education Division.
4. That a senior academic position be created and a suitable Indigenous Australian recruited to the position.
5. That this position be structured with responsibilities split between teaching and research (60%) and institution-wide coordination of an adopted Indigenous Strategy (40%). This recommendation is made in view of the successful appointment of academic leaders at Melbourne and Monash universities where Strategies in Indigenous education have been led by the initiation of teaching and research.
6. That a project officer be appointed in the corporate services area to ensure the effective coordination of the Indigenous Strategy inclusive of its Indigenous education and employment components.
7. That an advisory committee be instituted to provide input to the development of an effective Indigenous Strategy at Swinburne University of Technology. The Indigenous Australian membership of this committee should include an Elder with traditional custodianship of country in the Melbourne area, members of Indigenous community organisations with an interest in education and employment issues, students, parents and alumni. The Swinburne membership of the committee should include senior academics, managers and a representative of University Council.
8. That Indigenous education outcomes achieved by Swinburne be integrated and promoted within the institutional framework of quality assurance, including SPQ reports to faculties and schools.
9. That the Indigenous Strategy be provided a more significant profile within the University by making the area a portfolio of a senior University manager, preferably at Vice Chancellor level.

Appendix 3

Indigenous agencies with which Swinburne works on an ongoing basis

| | |
|----|---|
| 1 | Aboriginal Affairs Victoria Indigenous Governance Working Group |
| 2 | Aboriginal Affairs Victoria |
| 3 | Aboriginal Affairs Local Indigenous Network (LIN) Broker Community Planning Steering Group |
| 4 | Aboriginal Affairs/Lake Tyers Community Services Training Working Group |
| 5 | Aboriginal Affairs/Office of the Registrar of Indigenous Corporations (ORIC) Business Governance Evaluation Committee |
| 6 | AFL Sportsready Traineeship Program Partnership |
| 7 | Elisabeth Hoffmann House Community Development Training Working Group |
| 8 | Healesville Community Health Working Group |
| 9 | Healesville Indigenous Arts Enterprise |
| 10 | Healesville Local Aboriginal Education Consultative Group (Healesville LAECG) |
| 11 | Mullum Mullum Indigenous Gathering Place |
| 12 | Ngwala/Melbourne Storm Youth Work Training Working Group |
| 13 | Parks Victoria Indigenous Reference Group |
| 14 | Swinburne Wurreker Advisory Committee |
| 15 | Victorian Aboriginal Community Services Association Ltd |



Swinburne University of Technology



Submissions for the:

Best Vocational Education & Training Collaboration Best Community Engagement Collaboration





**Awards for Outstanding Achievement in Collaboration
in Research & Development, Higher Education & Training,
Vocational Education & Training and Community Engagement
2009**

Title of project or program: Indigenous Business Governance Program – Managing in Two Worlds

Contact Person: Sharon Rice

Date:: 2 September 2009

Position: Director, Centre for Engagement in Vocational Learning

Organisation: Swinburne University of Technology

Address: John Street, Hawthorn, VIC

Postcode: 3122

Ph: 03 9726 1729

Fax: 03 9726 1425

E-mail: srice@swin.edu.au

*(I will be available to provide further information about the collaboration if requested by B-HERT –
(please highlight your response)*

YES

Names of Participating Organisations: *(list any additional participating organisations on a separate sheet)*

| | |
|-----------|--|
| 1. | Swinburne University of Technology (Swinburne) |
| 2. | Office of the Registrar of Indigenous Corporations (ORIC) |
| 3. | Department of Planning and Community Development – Aboriginal Affairs Victoria (AAV) |
| 4. | Consumer Affairs Victoria (CAV) |
| 5. | Department of the Premier and Cabinet, South Australia (DPC) |
| 6. | Horizons Education and Development, Queensland (Horizons) |

Please indicate (✓) the Category in which you want this application to be considered:

| | | |
|----|---|---|
| 1. | BEST RESEARCH & DEVELOPMENT COLLABORATION | |
| 2. | BEST HIGHER EDUCATION & TRAINING COLLABORATION | |
| 3. | BEST VOCATIONAL EDUCATION & TRAINING COLLABORATION | ✓ |
| 4. | BEST COMMUNITY ENGAGEMENT COLLABORATION | ✓ |
| 5. | BEST COLLABORATION WITH A REGIONAL FOCUS – Research & Development <u>or</u> Education & Training | |

Project Summary

The *Governance Training Program, 'Managing in Two Worlds'* aims to develop the skills of directors of Indigenous corporations and senior staff working in the Indigenous community sector to ensure that organisations are effective and accountable. This will play a key role in addressing Indigenous disadvantage and facilitate progress across a range of economic, social and cultural programs and objectives.

Over 600 people from well over 300 organisations across most states and territories have taken part in this training since late 2005 through the collaboration. Approximately one-third of these participants have gone on to undertake accredited training at Certificate IV or Diploma level. As there are over 2000 Indigenous corporations registered with ORIC alone, constant renewal of the people on Boards and in senior management positions, and a strong focus on 'closing the gap' for Indigenous Australians, the need for this training is expected to continue for an extended time.

Rationale/need:

The directors and senior managers of Indigenous organisations are committed to working with their communities to meet identified needs. Federal and state governments have also made commitments to address Indigenous disadvantage and to increase the capacity of Indigenous organisations to provide services to their communities. As well, emphasis is being placed on Boards of Indigenous corporations to demonstrate accountability to their Commonwealth and/or state registration bodies. To meet these objectives, directors and senior managers of Indigenous corporations require high levels of skills and knowledge in order to improve internal corporate governance and efficiency, work within prescribed legislative requirements, be competitive contenders for public funding and provide quality services.

Partners in this collaboration also recognise the need for Commonwealth, State and Territory employees as well as those employed in the broader private sector to develop skills and knowledge of Indigenous corporations. Accordingly, participation in this program extends beyond the primary client group to non-Indigenous people with interest in Indigenous corporations and sustainable socioeconomic development.

The long-term goal of the program is to invest in local cultural and social capital through capacity building processes. Although capacity building requires a broader educational framework that includes other levels and types of training, community consultations have identified **corporate governance** training as a **key** element to achieving this goal. The proposed introduction of the *Commonwealth Corporations (Aboriginal and Torres Strait Islanders) Act 2006* also highlighted the need for training in the requirements of the Act and corporate governance to be delivered to a large number of Indigenous organisations in urban, rural and remote areas.

Although there had already been a number of attempts to address broad and specific Indigenous governance training needs, these had not been as successful as desired. It was apparent that a new style of corporate governance training needed to be implemented.

ORIC led the development of new and innovative corporate governance training programs and delivery models to meet this need. This collaboration grew out of the implementation of this new training program – Managing in Two Worlds (MITW).

From the inception of MITW, the partners have collaborated extensively in implementing the program, including improving content, training products and delivery methods.

Objectives and outcomes sought:

- To engage as many Indigenous corporations as possible across Australia into governance training programs
- To develop participants' skills and knowledge to effectively manage Indigenous organisations within a bi-cultural sphere, allowing a cross-over of traditional Indigenous and Western knowledge
- To build individual and organisational capacities to provide efficient and relevant services to their communities
- To contribute to addressing disadvantage and 'closing the gap' through knowledge and skills development
- To introduce new legislative requirements (e.g. the new Act) and to increase compliance with these requirements
- To increase the social capital of Indigenous corporations through collaborative approach to training and exposure to government departments and private industries
- To provide opportunities for Indigenous Australians to gain accredited qualifications and pathways into higher levels of education and training
- To develop sustainable funding models to ensure the ongoing provision of corporate governance training to Indigenous organisations and individuals
- To work collaboratively to promote and implement the training; solve problems as they arise, share statistical information relating to the project and monitor and evaluate the quality of the program and its usefulness to those participating, their organisations and the community.

Brief description of the extent to which the project has promoted collaboration and actual achievements to date:

It was obvious that no organisation could successfully achieve the ambitious objectives outlined above in isolation. Support would be required from a range of funding bodies, training providers, and organisations with an interest in corporate governance. Each of the partners recognised that a collaborative relationship where ideas, skills, knowledge and resources were shared would be required. Each partner was willing to enter into a new and open relationship with the others so that the needs of the students and their corporations were put at the centre of considerations, and traditional barriers to working together were put aside.

Specific areas of collaboration include:

- Needs assessment – identifying Indigenous corporations and individuals that could benefit from corporate governance training
- Pooling of information, knowledge and resources that parties use to inform collaborative planning, implementation, monitoring and review
- Development and improvement of training packages, training products and methods of delivery
- Marketing and stakeholder engagement – shared responsibility in marketing training programs and engaging Indigenous clients. Responsibilities are shared in accordance to the parties' geographic jurisdiction, local knowledge and influence in specific populations
- Delivery of non-accredited and accredited training programs in corporate governance
- Funding for training programs.

The collaboration has achieved the following

- Increased interest and participation in corporate governance training workshops, notably among women – through the collaboration over 600 people have participated in the three-day workshops, approximately one-third of these have completed Certificate IV training, and more recently over 40 people have participated in Diploma training. These participants have come from more than 300 different organisations.
- Pathways to further training have been provided, evidenced by increased participation in

Certificate IV and Diploma programs

- Improved understanding of basic principles of corporate governance and transference of this knowledge to practice
- Improved compliance with legislative requirements
- Strengthened collaboration among MITW partners

Size of project or program (budget; how many people involved from each organisation, their levels and how they are involved):

The budget for the program across all collaborating partners is now approximately \$1 million per year. All partners also provide significant in-kind support to the program.

Swinburne

Fund (through State-funded training hours) delivery of the Certificate IV and Diploma in Victoria, have responsibility for the quality of the program through the AQTF framework in a continuous improvement cycle; prepare, develop and produce culturally appropriate customised training materials; build capacity through the training of staff to deliver the program; manage and deliver training programs in Victoria and interstate; liaise with Indigenous organisations and individuals; recruit and enrol students into accredited training, provide student support during the program (including study and literacy and numeracy support); organise graduations and provide nationally recognised qualifications; develop new accredited qualifications. Staff involved include: Director, Centre for Engagement in Vocational Learning (1), Contract manager (1), Course coordinator (1), Community agents (2), Trainers (5), Desktop publisher (1), administration (1).

Horizons

Deliver and assess training programs in Queensland and other states, have responsibility for the quality of the programs it delivers through the AQTF framework in a continuous improvement cycle; prepare, develop and produce culturally appropriate customised training materials; liaise with Indigenous organisations and individuals; enrol students into accredited training and provide nationally recognised qualifications. Staff involved include: Director/trainer (1), Trainer (1), Business manager (1)

ORIC

Identify and fund specific training needs across Australia; form relationships with state and territory governments to implement training; fund training programs; develop and produce culturally appropriate training materials; licence the use of their training materials; form and manage the panel of training providers; fund participant costs for specific programs; provide expert advice on the regulatory framework for ORIC registered corporations; and provide resources related to the C(ATSI) Act. Staff involved include: Director and Assistant Director Training (2), Community Agents and workshop support staff (2)

AAV

Identify capacity building and training needs across Victoria; liaise with Indigenous communities and individuals; identify appropriate corporations and source participants for 3-day workshops; fund delivery of 3-day programs and participant and project costs for the Cert IV and Diploma delivery in Victoria; provide expert advice and trainers; and support the development of customised training materials. Staff involved include: Manager, Capacity Building (1), Governance project manager (1), Community Agent (1) and materials consultant (1)

CAV

Provide expert advice on the regulatory framework in Victoria, organisational documents such as rules/constitutions and expert staff to answer specific questions relating to Victorian legislation. Staff involved: Program manager (1), expert advisor (1)

DPC


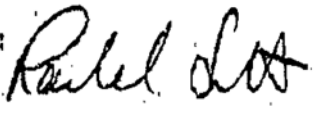

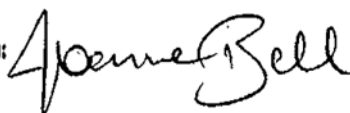

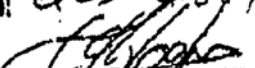
Identify specific training needs for South Australia, liaise with Indigenous communities and individuals, identify appropriate corporations, provide expert advice, source participants for 3-day and Cert IV training programs in South Australia and negotiate with funding partners including the Department of Families, Housing, Community Services and Indigenous Affairs (FaCHSIA) Staff involved include: Governance training manager (1) and community agent (1)

Note:

It is intended to publicise a selection of Award-winning and short-listed collaborations on the B-HERT webpage. Is permission given to include the Brief Description (above) on the B-HERT webpage?
(Please highlight your response).

YES

Name and Signatures of representatives of participating organisations:

| | |
|--|--|
| <p>1. Name: SHARON RICE Organisation: Swinburne University of Technology Position: DIRECTOR CENTRE FOR ENGAJEMENT IN Address: VOCATIONAL LEARNING, JOHN ST HAWTHORN Signature: </p> | <p>4. Name: RACHEL SMITH Organisation: Consumer Affairs Victoria Position: Program Manager Address: 17/121 Exhibition Rd MELBOURNE VIC 3000 Signature: </p> |
| <p>2. Name: Nathan Boyle Organisation: Office of the Registrar of Indigenous Corporations Position: Governance Branch Manager Address: Woden ACT Signature: </p> | <p>6. Name: JOANNE BELL Organisation: Department of Premier and Cabinet, South Australia Position: Governance Training Manager Address: GPO Box 2343 Adelaide SA 5001 Signature: </p> |
| <p>3. Name: Geoff Cook Organisation: Aboriginal Affairs Victoria Position: Manager, Capacity Building Unit Address: 9/11 Spring St Melbourne Vic Signature: </p> | <p>8. Name: GRAEME HOOPER Organisation: Horizons Education and Development Position: DIRECTOR Address: 12 ANDREWS RD YUNGA BURRA QLD 4884 Signature: </p> |

(Add any additional names & signatures of representatives of participating organisations on separate sheet)

Selection criteria

Innovation

This innovation has resulted in a Commonwealth agency, government departments from two states, a public training provider and a private training organisation working together collaboratively to increase the capacity of Indigenous Australians to effectively govern and manage Indigenous-controlled corporations. As well as contributing to these organisations being able to effectively provide a wide range of services to their communities, the participants have developed marketable skills they can apply in other contexts.

The innovation grew out of a need identified through consultations with Indigenous organisations and individuals that found that governance training was a key component of ensuring Indigenous corporations could gain or retain registration. Such registration is necessary for these organisations to be able to operate as legal entities, comply with legislative requirements, apply for funding and provide services to their communities. Previous attempts to provide training in these areas had been less successful than desired.

This innovation has resulted in:

- Well organised and better coordinated delivery of training services to Aboriginal and Torres Strait Islander corporations;
- Development and implementation of a new training model that:
 - recognises that directors and managers of Indigenous corporations need to be able to 'work in two worlds' – the cultural world of their community as well as within Western systems. The training model therefore incorporates that concept into the model of delivery, course content, training materials and delivery;
 - uses local knowledge as a starting point. The model recognises that many participants have had years of experience in governing Indigenous organisations, and so provides opportunities for that knowledge to be harnessed with new knowledge;
 - encourages sharing and application of knowledge through business and community networks – linking training to real life experiences;
 - is responsive and adapts training to varying needs and interest of individuals and corporations. For example, the model offers a suite of programs – a three-day introductory training in corporate governance for urban and regional clients; two three-day training workshops designed for remote clients; and Certificate IV and Diploma training offering opportunities for advanced learning and nationally recognised qualifications (see appendix 1 for training model);
 - allows for a variety of styles of learning and training based on core principles of adult, informal and vocational education;
 - promotes equality of access and participation – recognising historical and recurrent disadvantages and striving to create learning opportunities, support systems and pathways to formal education. The Managing in Two Worlds training programs are designed as building blocks to future training; and
 - encourages commitment to learning and supports participants' expectations.
- Culturally inclusive curriculum design and production of a suite of culturally appropriate training products using recognisable and appropriate cultural imagery, narratives and perspectives. Trainers and participants have found this model to be highly effective in aiding training and learning;
- Semi-structured, activity-based and participant-centred methods of delivery that offer space for exploration of lived experiences and new ideas;
- Innovative pedagogy – using trainers/participants' lived experiences or stories as teaching and learning resources – generating knowledge of corporate governance from day-to-day personal experiences;
- A stronger and long-term commitment to Indigenous education as a vehicle to sustainable local economic development and individual advancement; and
- The development of trust, shared responsibility and open communication between the partners.

Through these processes, the partners have delivered governance training programs with exceptional completion rates to over 600 Indigenous Australians from more than 300 organisations in Queensland, Victoria, Tasmania, South Australia, Western Australia, the Northern Territory and the Torres Strait.

Selection criteria

Strength of relationships

The relationship between partners began as simple contractor–provider arrangements. It has now grown from strength to strength and developed into a collaboration that has enabled the successful implementation of a sustainable, consistent and quality assured governance training program for directors and senior managers of Indigenous corporations across the country.

In 2003-04, ORIC successfully piloted the delivery of governance workshops and the Certificate IV in Queensland. The program was consolidated in 2004-05 and was rolled out nationally. In view of feedback from the pilot, the 3-day workshop was adapted for remote clientele and a new program, Building Strong Corporations, was developed. Horizons, a private training provider, became the major provider in Queensland. Following the success of the pilot, ORIC called for tenders from training organisations to be on a panel for delivery of the governance training. Both Horizons and Swinburne, a public training provider in Victoria, were among the successful panel members.

Recognising the value of the training, and how it could meet the needs of Victorian Indigenous organisations, the Victorian Government, through AAV and CAV, entered into discussions with ORIC regarding the best way to roll out delivery in that State. In 2005, ORIC engaged Swinburne to deliver the training in Victoria. Recognising Horizons' expertise in the area, Swinburne approached them with the view of developing a partnership to share knowledge and expertise. Since then, Swinburne and Horizons have worked collaboratively as part of the broader collaborative network to ensure consistency and efficiency of delivery of programs across states. Swinburne engaged Horizons for the delivery of early Victorian workshop and Certificate IV training programs and Horizons agreed to mentor Swinburne trainers in program delivery. Swinburne in turn provided considerable community, administrative and educational support to enable further development of culturally appropriate training materials and to support participants. This resulted in increased capacity for delivery of the program in Victoria as well as interstate. Swinburne has since provided opportunities for Indigenous graduates of the program to develop their training and assessment skills and qualifications to enable them to be part of the delivery team. Alongside this, ORIC, AAV, CAV and Swinburne collaborated to develop a funding and delivery model for Victoria that would be sustainable and enable a wide range of students to be involved. The collaboration also enabled the development of course materials and resources for the Diploma qualification. The first Diploma in Business (Governance) conducted in Australia was delivered in Melbourne in late 2008 by Swinburne with the support of Horizons, ORIC, AAV and CAV, involving 15 students from Victoria, Tasmania, Western Australia, the Northern Territory and the Torres Strait.

The Department of Premier and Cabinet (DPC) in South Australia was interested in providing similar governance training to organisations in their state, and approached ORIC, AAV and Swinburne for advice and support. ORIC, AAV and Swinburne supported a small number of South Australians to undertake the Certificate IV in Victoria to see how the model worked in action. Following that, training was delivered by Swinburne in South Australia using the same models, resources and assessments already developed. This sharing of resources, skills and knowledge is one of the key factors in the success of the collaboration. DPC also collaborated with Swinburne and ORIC to deliver training in corporate governance in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands using the Building Strong Corporations program specifically designed for remote populations.

The collaborating partners are in regular communication around program delivery. Some of the issues the partners have addressed have included cross-jurisdictional issues; clarification of roles and responsibilities; adapting training, assessment and materials to different legislative frameworks; identifying, engaging and mentoring new staff; and dealing with varying cultural expectations.

Swinburne, Horizons, AAV and ORIC have also met annually over two to three days for the past three years to undertake an in-depth review of program delivery and how it can be improved. Independent researchers have been engaged to gather feedback from the participants and others. Overall, feedback, reports and reviews indicate that programs have increase participants' knowledge and skills in corporate governance as well as their capacity to effectively meet their responsibilities as directors and senior staff of corporations.

Selection criteria

Outreach inclusion

The partners are using the model employed for this program to expand the network and delivery of training services. For example, in Victoria this model is being used in the delivery of community services training to members of the Lake Tyers community and community planning training for Local Indigenous Network brokers. Similarly, ORIC has developed a new training program for Indigenous community stores that has been successfully piloted in the Northern Territory in partnership with the Territory Government.

Training has also been delivered in very remote locations in Central Australia to Indigenous Australians whose first language is not English. The original 3-day workshop program was adapted to become a 6-day program (two 3-day workshops) entitled 'Building Strong Corporations'.

An interest in and need for higher levels of training has also been identified. Swinburne is now in the final stages of developing and accrediting a new Advanced Diploma in Community Management and Development. This course, which has been developed with input from the collaborating partners and others, will provide opportunities for Indigenous Australians to further enhance skills that will improve the governance and management of their organisations. It has also been designed to provide a clear pathway, with 18 months credit, into a Bachelor of Social Science at Swinburne. The vision is that a participant in the governance program will have a clear pathway from the non-accredited three or six-day workshops through to a higher education degree and possibly beyond.

Through this outreach work, the partners have attracted interest from other parties in Indigenous education and corporate governance training, such as the Government of Western Australia. It is therefore anticipated that the collaboration will grow significantly in the immediate future.

Wider outcomes achieved

Registration bodies, such as ORIC and CAV, are reporting increased understanding of the requirements of relevant legislation and increased compliance with requirements as a result of the program. Evidence from CAV indicates that Indigenous corporations in Victoria are now more compliant than so-called 'mainstream' organisations.

Indigenous corporations provide a wide range of services to Indigenous communities, are responsible in many cases for managing quite large budgets, and establish and maintain businesses in their communities that provide essential services as well as employing a large number of Indigenous Australians. Effective governance and management are key to the success of these ventures.

As a result of the success of the program, AAV has developed other courses in partnership with Swinburne and other providers based on a similar model of collaboration and delivery. This is also contributing the capacity building of Indigenous Australians, organisations and communities in Victoria.

Cultural impact

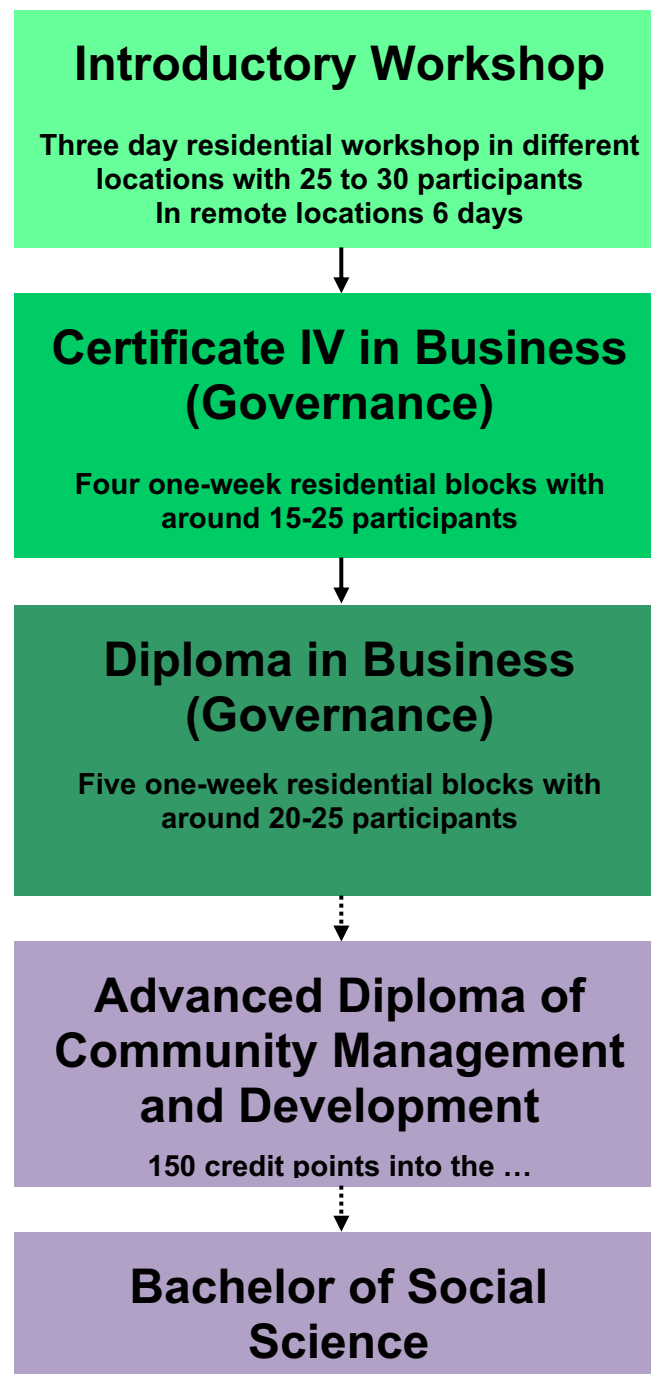
Evaluations with participants have indicated considerable changes being implemented within their organisations. In many cases policies and procedures have been developed or updated, directors have felt more empowered to speak up and ensure proper processes being followed, and graduates have generally felt more confident about undertaking their duties.

Through participation in the course, networks between organisations have also been strengthened. Through working together, participants from Indigenous organisations have also gained a greater understanding of the requirements of and constraints on government departments, and participants from government and other 'mainstream' organisations have gained greater understanding of how Indigenous organisations operate and the issues facing their communities. Examples of the range of organisations engaged in the governance training are provided at appendix 2.

The age of the participants has ranged from 16 to 82 years. The clear message from the evaluations is that the participants love the program, stay with it, and are proud to graduate! For many, this is the first formal qualification they or others in their family have achieved.

All partners in the collaboration are dedicated to the success of this program and work above and beyond traditional project parameters to achieve quality outcomes for the students, their organisations and their communities. They are committed to contributing to increasing the ability of Indigenous organisations, communities, families and individuals to manage their own affairs. As the collaboration develops, new partners can be expected to join with us in this endeavour.

Managing in Two Worlds Governance Training Model Pathway



3KND
 AALI Gurwidj Neighborhood House
 Aboriginal Advancement Council of WA Aboriginal Corporation
 Aboriginal Affairs Victoria (AAV)
 Aboriginal and Torres Strait Islander Alcohol Relief Services
 Aboriginal Catholic Ministry
 Aboriginal Community Elders Services
 Aboriginal Family Violence Legal Service
 Aboriginal Health Council SA
 Aboriginal Resource Centre Port Augusta
 Aboriginal Support & Development Committee - LIN
 Aborigines Advancement League
 ACES
 AHAC/Kapi Kumpila
 AHCSA Port Lincoln
 AHCSA Riverland
 Albury Wodonga Aboriginal Health
 Alpirakina Store Aboriginal Corporation
 Anangu Pitjantjatjara Services Aboriginal Corporation
 Anyinginyi Health Aboriginal Corporation
 Apunipima Cape York Health Council Aboriginal Corporation
 Ashburton Aboriginal Corporation
 Badger Creek Primary School
 Ballarat and District Aboriginal Coop
 Bamagau Kazil Torres Strait Islanders Corporation
 Bangerang Cultural Centre
 Banjyma Aboriginal Corporation
 Barengi-Gadgin Land Council
 Bari Dhabu Fisheries (Torres Strait Islanders) Corporation
 Bellofin Aboriginal Corporation
 Bellotti Aquaculture Group Aboriginal Corporation
 Bendigo and District Aboriginal Cooperative
 Brotherhood of St Laurence - Fitzroy
 Budja Budja Aboriginal Coop
 Bukki Buna Aboriginal Corporation
 Buurabalayji Thalanyji Aboriginal Corporation RNTBC
 Cairns Regional Community Development & Employment Aboriginal & Torres Strait Islander Corporation
 Cape York Family Violence Prevention Legal Unit Aboriginal Corporation
 Cape York Land Council Aboriginal Corporation
 Carnarvon Aboriginal Corporation
 Ceduna AFVLS
 Ceduna/Koonibba Health
 Cheeditha Group Aboriginal Corporation
 Chisholm
 Chisholm Institute of TAFE - Frankston
 Circular Head Aboriginal Corporation
 City of Moreland
 Consumer Affairs Victoria
 Dandenong & District Aborigines Co-op
 Dandenong LAECG
 Dauanalgal (Torres Strait Islanders) Corporation RNTBC
 Davenport Community Inc
 Dhamuway Torres Strait Islanders Corporation
 Dhauward-Wurrung Elderly Citizens Association Inc
 DHS
 Djulbard Community Aboriginal Corporation
 Dowar Waier Development Torres Strait Islanders Corporation
 Dowar Waier Development Torres Strait Islanders Corporation
 DPC SA
 Dunjiba Council Inc
 Early Years Parenting Centre
 East Gippsland Aboriginal Arts Corp
 East Gippsland Aboriginal Community Development Employment Program Co-operative
 Education Program Aboriginal Corporation"
 Elizabeth Hoffman House
 Framingham Aboriginal Trust
 Gebaralgal (Torres Strait Islanders) Corporation RNTBC
 Gindaja Substance Misuse Aboriginal Corporation
 Gippsland and East Gippsland Aboriginal Coop Ltd
 Gippsland Cultural Heritage Unit
 Glossop High School
 Goemulgaw (Torres Strait Islanders) Corporation RNTBC
 Goolum Goolum Aboriginal Co-operative Ltd
 Goomburrup Aboriginal Corporation
 Gourram Janyuk Aboriginal Association
 Grampians Indigenous FV Regional Action Group
 Granites Mine Affected Area Aboriginal Corporation
 Gumala Aboriginal Corporation
 Gunai Kurnai Land & Waters Aboriginal Corporation
 Gunditjmara Aboriginal Co-op Ltd
 Gurriny Yealamucka (Good Healing) Health Services Aboriginal Corporation
 Healesville Indigenous Arts Enterprise Co-operative
 Hedland Aboriginal Church Aboriginal Corporation
 Horn Island Aboriginal Corporation
 Ikkata Family Assoc
 IIslav Tarwirri
 Indigenous Advisory Committee
 Indigenous Health Service, Yarra Valley Community Health
 Indigenous Remote Communications Association
 Aboriginal and Torres Strait Islanders Corporation
 Injinoo Aboriginal Corporation
 Jaara Jaara Aboriginal Corporation
 Jiddabul Aboriginal Corporation
 Jinparinya Aboriginal Corporation
 Julalikari Council Aboriginal Corporation
 K.M.K.M. Aboriginal Corporation
 Kaala Koori Association Inc
 Kaarta-Moorda Aboriginal Corporation
 Kalki Community
 Kanpi Community
 Karlka Nyiyaparli Aboriginal Corporation
 Kauma Heritage Board
 Kaurareg Native Title Aboriginal Corporation RNTBC
 Kurna Native Title Group
 Kerrooleet Aboriginal Corporation
 Kirrip Aboriginal Corp
 Koonibba Community Aboriginal Council
 Koonibba FC Inc
 Koori Resource and Information Centre
 Koorie Heritage Trust
 Kullarri Indigenous Womens Aboriginal Corporation
 Kuranya Family Assoc Inc & Wambiri Inc
 Kuwinywardu Aboriginal Resource Unit Aboriginal Corporation
 Kuyani Yartah Assoc Inc
 Lake Tyers Advisory Committee
 Lake Tyers Child Health
 Lake Tyers Health and Children's Services
 Lake Tyers Trust
 Lakes Entrance Koori Elders Group
 Lakes Entrance Primary School
 Lin Frankston
 LIN Hastings
 LIN St Kilda
 LIN Swan Hill

Lin Traralgon
 Living Waters Aboriginal & Torres Strait Islanders Corporation
 Lulunbuy Homelands Aboriginal Corporation
 Males in Black
 Malu Ki'ai TSI Corporation (PBC)
 Mamu Aboriginal Corporation - Cultural heritage office
 Maralinga Tjarutja, Oak Valley
 Marta Marta Aboriginal Corporation
 Maya Centre
 MAYSAR
 Maysar
 Melbourne Aboriginal Youth Sport and Recreation Co-operative (MAYSAR)
 Melwest CDEP
 Mer Gedkem Le (Torres Strait Islanders) Corporation RNTBC
 Mer, Dowar and Waier Torres Strait Islanders Corporation For Fisheries
 Minadhu Aboriginal Corporation
 Minya Bunhii
 Moogji Aboriginal Council
 Mookai Rosie-Bi-Bayan (Aboriginal and Torres Strait Islanders Corporation)
 Mt Allen Sports Club Aboriginal Corporation
 Mualgal Native Title TSI Corporation (PBC)
 Mualgal Torres Strait Islander Corporation
 Mualgal Torres Strait Islanders Corporation RNTBC
 Mullum Mullum Aboriginal Corporation
 Mullum Mullum Indigenous Gathering Place
 Mulungu Medical Centre
 Mungabareena Aboriginal Corporation
 Mura Mabai Ghauw Buai Torres Strait Islanders Corporation
 Murambarinya Aboriginal Corporation
 Murchison Region Aboriginal Corporation
 Naga Tribal Torres Strait Islanders Corporation
 Nannagup Aboriginal Corporation
 National Aboriginal Cultural Institute (Tandanya)
 NEIB Aboriginal Corporation
 Nepabunna Community
 Ngalang Boodja Council Aboriginal Corporation
 Ngalang Mia Aboriginal Corporation
 Ngarluma Aboriginal Corporation RNTBC
 NGWALA
 Ngwala Willumbong Co-operative
 Niapaili Aboriginal Corporation
 Njernda Aboriginal Corporation
 Noongar Employment and Enterprise Development Aboriginal Corporation
 North East Cultural Heritage Program
 North Queensland Land Council Native Title Representative Body
 Northern AHC
 Northern Suburbs Aboriginal Association
 NPA (Northern Peninsula Area) Women's Shelter Aboriginal and Torres Strait Islanders Corporation
 NPA Family and Community Services Aboriginal & Torres Strait Islander Corporation
 Nunyara Wellbeing Centre Whyalla
 Nyangumarta Warrarn Aboriginal Corporation RNTBC
 Niyiyamarri Pukurl Nyangumarta Aboriginal Corporation
 Oak Valley Aboriginal Corporation
 OATSIH
 ORIC
 Pamika Aboriginal Corporation
 Pangul Mannamuma Inc
 Papulu Apparr-Kari Aboriginal Corporation
 Parama Paterina Inc
 Parks Victoria
 Patta Aboriginal Corporation RNTBC
 Pelican Resources Aboriginal Corporation
 Peninsula Health - LIN Frankston
 Pika Wiya Health Service
 Pilbara Arts, Crafts and Designs Aboriginal Corporation
 Pilbara Indigenous Womens Aboriginal Corporation
 Pilbara Meta Maya Regional Aboriginal Corporation
 Pipalyatjara Community
 Pitjantjatjara Yankunytjatjara Media (Aboriginal Corporation)
 Piyarli Yardi Aboriginal Corporation
 Point Pearce Aboriginal Community
 Port August Youth Centre
 Port Lincoln Aboriginal Family Violence Prevention Legal Service
 Port Lincoln Aboriginal Health Service
 Port Lincoln Aboriginal Health Service & AFVPLS
 Port Lincoln Aboriginal Health Service & Akenta Homeland Inc
 Pt Augusta AFVLS Inc
 PY Media Yunyarini Community
 Queensland ATSI Health Worker Education Programme Aboriginal Corporation
 RAJAC
 Ramahyuck District Aboriginal Corporation
 Raukkan Community Council
 Reconciliation Victoria
 Regional Yamatji Murni Wangga Aboriginal Corporation
 Representing self
 Riverland Indigenous Care Incorporated
 Riverland Indigenous Men's Group
 Roebourne Art Group Aboriginal Corporation
 Rumbalara Aboriginal Co-op
 Saibai Community Development (Torres Strait Islander) Corporation
 Saibai Mura Buway (Torres Strait Islanders) Corporation RNTBC
 Scotdesco
 Seven Oaks Aboriginal Corporation
 Shire of Yarra Ranges - I.A.C.
 SIEMA/3KND
 South West Aboriginal Land & Sea Council Aboriginal Corporation
 South-West Aboriginal Medical Service Aboriginal Corporation
 Sprent Primary School
 Stolen Generations Victoria Ltd
 Swinburne TAFE
 TACWAC
 TACWAC
 TAEA (Tasmanian Aboriginal Education Association Inc)
 Tarerer Gunditj Project Association
 Tasmanian Aboriginal Education Association
 Taungerong Clans Aboriginal Group
 The Arrernte Council of Central Australia Aboriginal Corporation
 The Bunjil Aboriginal Culture and Dance Club of Wurrunjeri and other nations
 The Guru-Gulu Gungandji Aboriginal Corporation
 The Queensland Aboriginal and Torres Strait Islander Health Worker
 Tjungu Palya Aboriginal Corporation
 Toorong Aboriginal Corporation
 Torch Project
 Torres Strait Island Regional Council
 Tullawon Health Service
 Ugar Kem Le Ged Zeuber Er Kep Le (Torres Strait Islanders) Corporation
 Umeewarra Aboriginal Media Assoc

Umoona Aged Care Aboriginal Corp
Umoona Community Council Cooper Pedy
Uniting Care Davenport Community
VACCA
VACCHO
VAHS
Victoria Police
Victorian Aboriginal Advancement League
Victorian Aboriginal Child Care Agency
Victorian Aboriginal Community Services Association
Ltd (VACSAL)
Victorian Aboriginal Education Association Inc (VAEAI)
Victorian Aboriginal Youth Sport and Recreation
Victorian Indigenous Seaford Committee
Victorian Indigenous Youth Advisory Committee
(VIYAC)
Vilwarnha Yura Aboriginal Corp Inc
VIYAC
Waark Cultural & Environmental Aboriginal Corporation
Wanggarri-Kari Aboriginal Corporation
Wangka Maya Pilbara A Lang Centre
Warlpiri Youth Development Aboriginal Corporation
Warringu Aboriginal and Torres Strait Islanders
Corporation
Warrnambool City Council
Wathaurong Aboriginal Cooperative Ltd
Wauthaurong
Weena Mooga Gu Gudba Inc
Western Desert Lands Aboriginal Corporation
(Jamukurnu-Yapalikunu)
Winda Mara Aboriginal Corp
Winjah Group Aboriginal Corporation
Wirraka Maya Health Service Aboriginal Corporation
Wirrilimarra Bantikura Banyjima Aboriginal Corporation
WMAC
Worowa College
Wurrkaja Aboriginal Corporation
Wurundjeri Kurnung-William-Balluk Aboriginal
Corporation
Yabu Mija Aboriginal Corporation
Yadgalah Aboriginal Corporation
Yalata Community
Yamatji Marlpa Aboriginal Corporation
Yamatji Wirriya Aboriginal Corporation
Yappera Children's Service Co-op Ltd
Yarnangu Ngaanyatjarraku Parna (Aboriginal
Corporation) RNTBC
Yarra Valley Aboriginal Elders
Yarra Valley Community Health Service
Yorta Yorta CDEP
Yulara Pulka Homeland Tours Aboriginal Corporation