

# WORKING WITH DIVERSITY

Quality training for Indigenous Australians



AUSTRALIAN  
NATIONAL TRAINING  
AUTHORITY



# **WORKING WITH DIVERSITY: QUALITY TRAINING FOR INDIGENOUS AUSTRALIANS**

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## Preface

This document is designed to help you, the practitioner, contribute to better outcomes for Indigenous Australians from nationally-recognised training.

Indigenous Australians participate actively in vocational education and training, but are not having the same success as Australians generally in gaining sustainable employment from their training. Resources like this guide are part of a national strategy, *Partners in a Learning Culture*, to improve these outcomes.

As part of this national strategy to improve outcomes for Indigenous Australians, the Australian Quality Training Framework places requirements on Registered Training Organisations (RTOs) and practitioners. This document will support practitioners and RTOs in meeting those requirements, and support auditors in auditing RTOs in relation to equity and the AQTF.

*Working with Diversity: Quality training for Indigenous Australians* should be read in conjunction with the Blueprint for implementation of *Partners in a Learning Culture* – Australia’s National Strategy for Aboriginal and Torres Strait Islander peoples in vocational education and training; and other related resources. The content is intended as a guide only and may be modified to suit different contexts of training and service delivery to Indigenous Australians.

You can also purchase a copy of this guide from the Australian Training Products website at <http://www.atpl.net.au/>, download a copy from the ANTA website at [www.anta.gov.au/](http://www.anta.gov.au/), or use the website form at [www.westone.wa.gov.au/workingwithdiversity](http://www.westone.wa.gov.au/workingwithdiversity).

I encourage all practitioners to use this guide and accompanying resources to help Indigenous Australians fulfill their potential.



Bill Wilson  
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During the development of the project, stakeholders across Australia were consulted, including public, private and community RTOs, auditors, state training authorities, community organisations including disability groups and Indigenous communities and organisations, researchers and other interested parties.



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# Introduction

As a Registered Training Organisation (RTO), how well do you meet the needs of your Indigenous learners?

As an Australian Quality Training Framework (AQTF) auditor, how well do you assess whether RTOs meet the needs of their Indigenous learners?

This Resource can help you review how you do these things and make improvements.

It provides useful information and trigger questions for reviewing what you currently do.

## PURPOSE OF THIS RESOURCE

The purpose of this Resource is to help RTOs:

- meet the needs of Indigenous learners
- access further information and support for staff working with Indigenous learners.

## OTHER RESOURCES

This Resource is part of a suite of three resources on equity and the AQTF.

The other resources are:

- *Working with Diversity: A Guide to Equity and the Australian Quality Training Framework*
- *Working with Diversity: Quality training for people with a disability.*

Figure 1 outlines the content of the three resources.

**Working with Diversity: A Guide to Equity and the AQTF**

**What do I need to know?**

Introduction to these resources  
Introduction to the AQTF  
Equity in summary  
Working with equity and the AQTF

**What do I need to do?**

Equity and the AQTF  
Information for clients  
Enrolment  
Training delivery  
Fair assessments  
Employment and further study assistance  
Decision making

**Where can I get help?**

**Working with Diversity: Quality Training for People with a Disability**

**What do I need to know?**

The diversity of people with a disability  
Bridging Pathways: the National Strategy[0]  
Australian Disability Training Advisory Council  
Whole-of-life approach  
Progress in VET for people with a disability  
Disability legislation  
What is discrimination?  
Reasonable adjustment  
Disability Discrimination Act Education Standards

**What do I need to do?**

Disclosure issues  
Partnerships with disability agencies  
Working with Training Packages  
Learner-centered delivery and assessment  
Reasonable adjustment  
Fair assessments  
Learner support  
Staff development  
Assisting learners into employment

**Where can I get help?**

**Working with Diversity: Quality Training for Indigenous Australians**

**What do I need to know?**

Key background information  
Partners in a Learning Culture  
Cultural issues

**What do I need to do?**

Key issues  
Networking  
Diversity of Indigenous peoples and communities  
Community consultation and partnerships  
Cultural integrity  
Working with Training Packages  
Culturally appropriate training  
Culturally appropriate assessment  
Indigenous staff  
Staff training  
Language and literacy issues  
Support services  
Indigenous input to decision making  
Pathways to employment

**Where can I get help?**

Figure 1: Content of the suite of Working with Diversity products

## WHO SHOULD READ THIS?

This Resource has been written for:

- RTOs, including managers, trainers and assessors, administrators and support staff
- organisations wanting to become RTOs
- AQTF auditors
- people working with RTOs and AQTF auditors, for example those providing professional development services
- interested community and industry groups and employers.

## WHEN AND HOW SHOULD WE READ THIS?

This Resource has been developed for ‘just in time’ use. That is, it is meant to be used as and when you need the information. It uses links to ensure that you can get to the information you need quickly.

A number of icons will help you find your way through this Resource:



AQTF Standards—denotes the specific Standards of the AQTF *Standards for Registered Training Organisations* that relate to the issue



What others are doing—provides examples of what other RTOs are doing



Questions for RTOs—denotes key questions an RTO might ask and consider



Key issues—outlines key issues RTOs face and provides suggestions.

*If you are reading this on-line, use the links to navigate through the resource; if you are reading a printed version, use the page numbers instead.*

## Indigenous Learners—Key Background Information

Indigenous Australians have less access to life-long learning and employment opportunities than other Australians. Although many Indigenous people enrol in VET their completion rates and access to employment are still more limited than other learners. Indigenous learners tend to predominate in lower level vocational education and training (VET) courses and have less access to apprenticeships and traineeships.

The Australian National Training Authority (ANTA) has taken steps to increase access to appropriate training for Indigenous peoples. The ANTA Board established the Australian Indigenous Training Council (AITAC) to increase participation by and outcomes for Indigenous peoples in vocational education and training. AITAC has been instrumental in the development and publication of two significant documents—the national strategy for Aboriginal and Torres Strait Islander peoples and its accompanying blueprint for implementation.

### **PARTNERS IN A LEARNING CULTURE**

Australia's National Aboriginal and Torres Strait Islander strategy for vocational education and training 2002-2005, *Partners in a Learning Culture*, defines a new vision for participation of Indigenous Australians in VET.

A vocational education and training system which renews and shares an Indigenous Learning culture with all Australians in a spirit of reconciliation, equity, justice, and community economic development and sustainability.

It includes four main objectives.

- Increasing involvement of Indigenous peoples in decision making about policy, planning, resources and delivery.
- Achieving participation in VET for Indigenous peoples equal to that of the rest of the Australian community.
- Achieving increased culturally appropriate and flexibly delivered training, including use of information technology for Indigenous peoples.
- Developing closer links between VET outcomes for Indigenous peoples and industry and employment.

The Blueprint for Implementation was released soon after the National Strategy as a guide for actions required to achieve the vision of the *Partners in a Learning Culture*.

The first section of the Blueprint provides an overview for decision-makers, setting out the business case and the Blueprint objectives; the second section outlines strategies and actions to drive the required changes and achieve the National Strategy objectives. It includes resource requirements, timelines and performance measures. For copies go to [www.anta.gov.au/dapAITAC.asp](http://www.anta.gov.au/dapAITAC.asp).

## **CULTURAL ISSUES**

A number of key cultural issues have a direct impact on effective training for Indigenous peoples. These include:

- knowledge and understanding of the diversity of Indigenous communities and cultural groups
- appropriate and practical training that addresses individual and group learning styles
- appropriate accommodation and support for Indigenous learners
- flexibility for Indigenous learners to attend to cultural and community responsibilities
- appropriate training that addresses the environment in which graduates will be working
- appropriate service and support for particular health needs
- access to appropriate family and community support.

## Key issues for Indigenous learners

If they're not learning the way we're teaching, let's teach them the way they learn. (Leo Akee, TSI Education Services, Queensland)

### NETWORKING

The key to effective training is provision of a stimulating and supportive learning environment. Every individual has their own learning style, and training should always fit with this. Indigenous Australians are no exception.

It is important that the quality of training always aims at best practice. The processes of teaching and learning are the key to delivery of high quality, culturally appropriate and accessible training.

Support for trainers and assessors working with Indigenous learners needs to include some basic information and ways of applying this to effective training delivery. This is the responsibility of the RTO.

Remember: your most important resource is your network.

Conversations you have with the people you work with, and people doing similar work in other organisations, are very valuable. Sharing ideas on how you work helps everyone: other trainers, other staff members, and the learners you work with.

As well as internal networks such as the ones with co-workers described above, there are important working relationships that could be developed with people in similar organisations to yours. These networks can be informal – those that develop between like-minded people, or they can be formalised through an association or through formal investigation of issues affecting the field in which you are working.



### Questions for Trainers and Support workers

- Do you have people you talk with regularly?
- Are you able to help each other with your ideas and ways of working?
- Do you trust each other to respect confidential information?
- Can you be honest with your network members?



## What one RTO has done about networking

### Far North Queensland Indigenous Training Consortium

This Consortium was formed to address the networking, lobbying, and training development needs of Indigenous RTOs in the far north Queensland region. The Consortium aims to:

- assist with the development of health workers in the fields of counselling and mental health with learner assessment, program development and evaluation
- assist member organisations with workforce training issues
- identify training needs or workers in the field of Indigenous health
- identify program gaps for services to learners
- identify funding sources to assist with the delivery and any developed programs identified (as above)
- assist health workers gain greater access to better conditions of employment
- disseminate information regarding member organisation services
- develop programs that allow services to form formal client service delivery strategies.

For more information go to [www.fnqic.com.au/home](http://www.fnqic.com.au/home)

## DIVERSITY OF INDIGENOUS PEOPLES AND COMMUNITIES



Diversity relates to the *AQTF Standards for Registered Training Organisations*: 1.6; 1.9; 1.10; 6.1; 6.2; 6.3, 7.3(b); 9.1b; 9.3(vi); 9.4.

Every Indigenous community or group is different; traditional culture varies from community to community and each has been influenced in various ways by mainstream Australia.



### Question for RTOs

As a trainer of Indigenous learners you should be able to answer the following questions.

- What Indigenous languages do your learners speak?
- Where are your learners from; are they local or have they travelled away from home?
- Who are the traditional owners of the land on which you are teaching? The owners and their traditions should be acknowledged each time you meet.
- Who are the Elders in your local community?
- What are the local protocols for the Indigenous communities in your area?
- What employment needs and opportunities exist in your local Indigenous community?

## COMMUNITY CONSULTATION AND PARTNERSHIPS

A major concern for Indigenous communities is that training opportunities are often targeted at the young. Excluding Elders and older community members can upset the cultural fabric of the community and have a profound effect on respect and self-esteem of individuals and the group as a whole.

Ensuring that learners of all ages are given access to training, and involving community Elders in the development of training, are techniques that will help preserve and strengthen cultural fabric. Such strategies will also build a sense of trust between the RTO and the local communities.



### A question for Indigenous organisations

- Is your organisation better off becoming an RTO, or forming a partnership with a local community-based RTO or TAFE?

If you are thinking about becoming an RTO, you need to discuss this with your governing bodies and staff. The key is whether your organisation can cope with the added responsibility of design and delivery of training, and whether your organisation will still be able to meet its core policy and strategy commitments if you do. (From CD Rom *Nyeumba Unyi Indigenous VET Navigator*, Queensland Department of Education and Training available by emailing [trainingline@det.qld.gov.au](mailto:trainingline@det.qld.gov.au))



### What some RTOs have done about community consultation and partnerships

#### Djaringo, Broome, WA

Djaringo provides for the training needs of Indigenous communities in the region. Whenever they develop training programs or materials, it is done in very close consultation with Elders from those communities. This places local Elders in a position of power, and builds and maintains respect within the targeted community and with Djaringo. For more information go to <http://nirrumbuk.org.au/djaringo.htm>.

#### Tauondi College, Port Adelaide SA

Tauondi College has developed a Cultural Instruction and Tour Guides program with a number of partners including the South Australian Museum, the Botanic Gardens, Tandanya Art Centre and others.

The partnerships are a collaborative working relationship, with tours conducted by graduates and students in the Tauondi course on each of the sites.

The success of the course and partnerships has led to the establishment of an on-campus booking agency for tours on demand. They are conducted with any of the Tauondi partners, and graduates and students gain an income as well as valuable experience from this work.

### **Tangentyere Council, Alice Springs NT**

Tangentyere Council recently deregistered as an RTO because the governing body felt that being an RTO took the focus away from their core business of looking after the needs of the 18 settlements in the Alice Springs region. Instead they now have developed very productive partnerships with local RTOs including community-based and government agencies.

Members of Tangentyere Council are included in development and decision-making by their partner RTOs when Training Packages are being designed or adapted to meet their needs. Tangentyere Council has partnered with Centrelink and other government agencies to provide on-site services.

## CULTURAL INTEGRITY



Cultural integrity relates to the AQTF *Standards for Registered Training Organisations*: 1.7; 2.1; 6.1; 6.2; 6.3; 7.1; 7.2; 8.1(viii); 9.1b; 9.3(vi).

Indigenous cultures are living cultures. The variety of Indigenous cultures in Australia is growing and changing every day. Cultural groups carry with them their own traditions while including elements of other cultures they contact. The diversity of cultural groups should be respected in all their forms. This includes traditional groups in remote regions, and urban and regional groups that have chosen to walk in two cultures.

Many urban and regional groups exist because people were removed from their traditional homes—Stolen Generations. They have chosen to remain with people they know for a variety of reasons, and have formed new Indigenous groups where they have settled. Urban Indigenous groups tend to include people from more than one area so RTOs and trainers may be working with two or three different language groups. These groups deserve respect for the culture they have developed.

Good basic knowledge of the structures and protocols of the groups which you are working with is important if an organisation is to develop an effective relationship with the local community and build a sense of trust with learners.



### Question for RTOs

- Could you make cultural discussion part of the orientation process for learners, or could you involve Elders in the orientation process?
- How does your induction for staff raise awareness of issues around cultural integrity?



## **What one RTO has done about ensuring cultural integrity**

### **Women's Health Centres**

Some Women's Health Centres in WA provided services for a large number of women from Indigenous and migrant cultural groups. The migrant women discussed some of the myths encountered in literature on Australia and its history for new migrants, and wanted to talk to local Indigenous women.

A project called Reading the Land—What Land and Culture Mean to Me was developed for cater for this. Reading the Land was hosted by a number of centres interested in exploring these issues. Indigenous and Migrant presenters were trained in public speaking as part of the presentation.

## WORKING WITH TRAINING PACKAGES



Working with Training Packages relates to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 8.1; 8.1(viii); 9.1b; 9.1c; 9.3(vi).

Enhancing lifelong learning and flexibility in design and delivery of training are important VET commitments.

Lifelong learning means that training doesn't stop when learners gain their qualifications; people in the Australian workplace should have access to continuing training and skills development appropriate to the job they are doing.

Flexibility includes using a range of learning and assessment strategies, delivery styles, venues and times that suit individuals. Flexible delivery can address environmental, family, cultural, and ability issues.

Training Packages provide nationally endorsed competency standards, assessment guidelines and AQF qualifications. They describe the desirable outcomes from training. As long as the goals of training are reached and all required elements are covered, the content and style of presentation can be altered to fit the particular needs of your clients. Nationally recognised courses can be accredited where Training Packages do not provide the outcomes desired and the need for such a course can be demonstrated.



### Some ideas for RTOs

Some good ideas when developing your own programs, resources and materials, or adapting others, include:

- selecting units of competency that have relevance to the community or client group
- packaging qualifications to suit local needs
- writing clear notes with thumbnail sketches where appropriate, and presenting these either with PowerPoint or using overheads
- using phrases and words familiar to the local community
- using different colours for the introduction of each new concept and the explanation of the concept
- leaving plenty of space between paragraphs in paper-based materials to make them easier to read

- making sure that materials are consistent with what you are presenting
- giving examples of how new concepts can be practically applied in the workplace and in the community
- allowing time for discussion and practice to consolidate understanding.

Nationally endorsed Training Packages and the qualifications they offer enable people to move from place to place and know that their qualifications are accepted wherever they choose to live. This is balanced with the need to design training delivery strategies that fulfil the needs of local communities. Training content that meets local community requirements needs to be negotiated to ensure that the training still meets the requirements of the Training Package.



## How one RTO works with Training Packages

### Centre for Appropriate Technology, Alice Springs NT

The Centre for Appropriate Technology provides technological support to Central and Northern Australian Indigenous communities. The Centre is currently negotiating the content of a construction course, designed to train people from local communities to provide technological maintenance from within their own communities. This course is designed to meet local needs—the Training Package includes use of scaffolding which most students will never use and there are Occupational Health and Safety concerns specific to remote areas that are not covered in the Training Package. The centre is currently negotiating with the industry body to resolve these issues.

## CULTURALLY APPROPRIATE DELIVERY



Culturally appropriate delivery relates to the *AQTF Standards for Registered Training Organisations*: 1.1; 2.1; 2.2; 6.1; 6.2; 6.3; 7.4; 8.1; 8.2; 9.1; 9.2; 9.3.

Culturally appropriate delivery involves training that is developed and delivered in a way that takes account of a learner's cultural background and needs.

Everyone has their own way of learning. Perhaps the most important element in effective training is creating an exciting learning environment. An inclusive learning environment can help overcome shyness and loneliness for learners who are away from their home environment. This is particularly true of remote communities, but to some extent it also applies to Indigenous learners in urban settings. Indigenous learners have to overcome the effects of overt and covert discrimination in many situations. A learning environment that promotes working together and supporting each other will ensure that Indigenous learners feel at home in their training environment.

Training should also include practical applications of what is being learnt and training should be delivered in such a way that community application is evident.

**Culturally appropriate training** includes consideration of cultural issues such as cultural responsibility, involvement in community affairs, socio-economic background, and related issues about housing and survival.

Sometimes community and family obligations or circumstances mean that a learner may arrive late or attend sporadically. If this happens it is important to talk to the learner to find out the reasons—do this individually, so as not to shame them in front of the group. It may be possible to negotiate a change of time with the whole group or provide ways for learners to catch up in their own time. Suggest appropriate support services if there are problems related to housing or the home environment.

Avoidance is an important cultural issue to address, particularly in remote regions of Australia. Often Indigenous learners who cannot be in the same space as another person will not say anything, but will immediately remove themselves from the space. If you know the local protocols and have a trusting relationship with local Elders you should be able to find out who can talk to whom in the community. In some instances, people who cannot be in the same space may register for the same course. Some of ways of dealing with this are described below.

- Some of the larger campuses, such as Kimberley College of TAFE will run a second course if they have enough participants.
- Batchelor College has a policy of individual progress and assessment so issues of avoidance are dealt with through their normal individual tutoring and learning processes.
- RTOs such as Djaringo who conduct small purpose-built courses for communities are able to cope with this issue on an individual basis with the community's help. Elders are involved in course design to ensure that this happens without any disruption to the individual's progress through the course.
- Mentoring of learners is an important learner support mechanism. Mentoring can be carried out either by trainers in a campus setting or by workers and other learners in a workplace setting.

Many people working in Indigenous RTOs or delivering programs for Indigenous learners say the **approach to delivery** is just as important if not more so than the training materials. The most effective training includes auditory, visual and kinaesthetic ways of learning—hearing, seeing, and working with or touching. This applies to any training or education. People usually find that their most effective way of remembering information involves a combination of these ways of learning. Good teaching caters for a range of learning styles and this is especially important in working with Indigenous learners.

Traditional learning is passed down through a mixture of stories, dance, drawing, and the collecting of seeds, plants and animals. Indigenous ways of learning should be taken into account when designing and delivering training for Indigenous groups and individuals.

**Flexible delivery** is one way to make training more culturally appropriate. Indigenous learners might need flexible delivery of training for reasons including cultural and family responsibilities, health conditions, rural and remote environments, and socio-economic factors.

Flexible delivery does not necessarily mean that the learning activities will be undertaken exclusively off-campus, online or in a self-paced mode; it should focus on learner-centred delivery arrangements. This could include flexibility in design and presentation of training, flexibility of timing and venues to fit in with the lifestyles and responsibilities of learners, and flexibility in assessment methods.

Training can be designed and presented to provide delivery options that suit particular learning groups and the individuals within it. Flexibility of access

means that issues such as caring for children, cultural responsibilities, transport, family responsibilities and an inclusive learning environment are addressed through appropriate times and venues for training. Flexibility of assessment includes methods of assessing learners that fit with their particular needs.



### Question for RTOs

- Who is providing advice to your RTO regarding what is culturally appropriate? What cultural issues do you need to be aware of in planning your learning and assessment strategies?
- Does your RTO employ diverse staff, including some from a similar cultural base as your learners?
- How do you deal with any avoidance issues?
- How do you maintain good networks with community Elders?
- Does your RTO have a flexible delivery policy?
- Do you know what this policy says?



### What some RTOs have done to promote culturally appropriate delivery

#### Lesley Wemyss Training Consultancy, Queensland

This training consultancy has been working with a far north Queensland mine in Lawn Hill where a 'next in line' approach has been used for the promotion of mineworkers into supervisory positions. This has resulted in people with many years of technical experience being promoted but the new roles have placed increased demands on their leadership, communication and negotiation skills. The mine's workforce includes about 25 per cent Indigenous workers, as well as migrants from a variety of backgrounds.

The training program has been designed to address this issue. It includes briefing management on commitment to outcomes and the link between performance, productivity and outcomes. All training fits in with the mine shift work roster. The trainer is on-site the day before the program commences to talk to participants and establish trust. Interactive delivery and assessment is used tailored to specific work examples and directly applicable to the work environment.

### **Central Australia Aboriginal Congress, Alice Springs NT**

Central Australia Aboriginal Congress caters for the learning needs of health workers in communities in Central Australia. It designs about 50 per cent of the training material ensuring the language is customised to suit the Indigenous learners. Training material includes pictures and diagrams appropriate for learners and concentrates on practical application of training—tell-show-do approaches. Games are used extensively in training as refreshers and reminders for new concepts introduced, in particular a card game for pharmacy training.

### **Swinburne Institute of TAFE, Victoria**

Swinburne has combined culturally appropriate delivery with working with Training Packages, staff development and learner support in a recent project.

Two courses in Certificate IV in Assessment and Workplace Training were conducted for Indigenous people at Swinburne's Onnah Indigenous Learning Centre at Healesville (urban fringe/rural) at the Balluk Yilam Learning Centre at Lilydale (urban fringe). These involved both urban and rural fringe areas. Both had significant workplace follow up and contact.

The training began with a workshop to discover participants' learning styles and make them aware of variations in the learning styles of individuals and the need to provide training that caters for these. The course involved learning together in an informal, friendly and non-threatening environment with respect for culture and individual needs. Tutor support was offered and taken up by some participants. Individual mentoring and coaching was a feature of the training, and follow up by phone or visits to the workplace to provide encouragement were also included.

All staff involved in this program attended Indigenous cultural awareness training and were selected on the basis of their demonstrated respect for Indigenous people and their commitment to justice and equity.

## **Bungala Aboriginal Corporation, Port Augusta SA**

Bungala runs a wide variety of courses adapted to suit the particular needs of their learners. The Job Ready training course was adapted to suit the participation of Indigenous learners in the Port Augusta area by using practical examples, role play and group discussion.

## **Writing your own materials**

Batchelor Institute of Indigenous Tertiary Education in NT, Djaringo in Broome, Marr Mooditj in Perth, Big Fat Productions Pty Ltd; and Australian Rural & Remote Training Services Pty Ltd all write their own training material that addresses the needs and learning styles of their learners. Many other Indigenous RTOs develop similar training processes and materials.

## CULTURALLY APPROPRIATE ASSESSMENT



Culturally appropriate assessment relates to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 7.2; 7.3; 8.1; 8.2; 9.1; 9.2; 9.3; 9.4.

Assessment of learners should use processes that match the course content and style of delivery—it should be culturally appropriate. This includes Recognition of Prior Learning (RPL); any evidence gathering and assessment should be carried out in the same culturally appropriate manner as training delivery.

For example if your learners have low literacy skills make sure that the assessment is also appropriate for these learners. One option might be to explore understanding of concepts and their practical application through oral assessment. Other methods could include using group rather than individual assessments and assessment through completion of practical tasks in the field after demonstration of skills and knowledge.

Note that where translation or verbal answers are provided the RTO should develop systems to record assessment outcomes.



### Question for RTOs

- Does the assessment meet the Training Package or course specifications?
- Are you aware of any special cultural requirements and are these acknowledged in your assessment?
- Who do you use to validate your assessment strategies and tools? Do these people have knowledge of culturally appropriate assessment?
- When you validate assessments do the other assessors have knowledge of what might be culturally appropriate?
- Do you ever use a language other than English for assessment purposes? How is that recorded?
- How do you record that assessments have been conducted orally?



## What some RTOs have done to promote culturally appropriate assessment

### **Marr Mooditj Foundation, Perth WA**

Marr Mooditj Foundation (Healthworker College) uses illustrated health charts as training aids to stimulate visual memory for learners. Part of the course includes making visual charts for work in communities after graduation. They are very effective educational and diagnostic tools for community practice. Assessment includes checking understanding the displayed information and how learners can apply this knowledge in their own communities.

### **Stringybark Training, Humpty Doo NT**

Stringybark Training is a private RTO working mainly with Indigenous communities in the Top End. One of their most successful programs has been music industry training at Numbulwar School in the Gulf of Carpentaria. Learners were encouraged to attend school by Stringybark in partnership with a local community organisation, Skinnyfish Music, offering music course after school hours.

The Music Training Package was adapted to suit the local environment with delivery and assessment designed as a seamless process. During training learners were exposed to all aspects of the music industry including the music itself, marketing and promotion, finances and music production. An outcome of the training was that two bands were formed and CDs were produced. One of the bands later played at the Garma Festival in Arnhem Land. The training had a very positive impact on self-esteem, empowering and revitalising the culture of the communities involved. Some of the graduates from this training are now working as teacher's aides at Numbulwar School.

For more information go to

<http://www.ntis.gov.au/cgi-bin/waxhtml/~ntis2/org.wxh?page=60&inputRef=8485> and  
<http://www.skinnyfishmusic.com.au/>

## INDIGENOUS TRAINERS



Employment of Indigenous trainers and support workers relates to the *AQTF Standards for Registered Training Organisations*: 2.1: 2.2: 6.1: 6.2: 6.3: 7.1: 7.2: 7.3: 7.4: 8.1(viii): 9.3(vi).

The inclusion of Indigenous trainers and support workers in training programs for Indigenous learners is an example of culturally appropriate delivery. There are a number of opportunities for inclusion of Indigenous workers in your RTO.

- Employ qualified Indigenous trainers as a priority for Indigenous programs.
- Encourage Indigenous people whose knowledge you respect to undertake Certificate IV in Workplace Assessment and Training through staff incentives. Offer Recognition of Prior Learning where this is appropriate.
- Use community Elders as support workers, interpreters and trainer aides where appropriate. They can be also used to assist in delivery and assessment.
- Encourage employment of Indigenous workers in support services for learners.

## STAFF DEVELOPMENT



Staff development relates to the *AQTF Standards for Registered Training Organisations*: 2.1: 2.2: 6.1: 6.2: 6.3: 7.1: 7.2: 7.3: 7.4: 8.1(viii): 9.3(vi).

Staff should be provided with appropriate development including a relevant induction program if they are to be working with Indigenous clients. This applies not only to those delivering and assessing training but also to administrative staff.

Induction should include cross-cultural training for all new staff members delivered with at least one local Indigenous person in the team. Regular cross-cultural training should also be part of the staff development program to ensure that all staff are aware of local languages, community concerns, cultural responsibilities and protocols.

If you employ an Indigenous trainer or assessor from another region they might not be familiar with local customs and protocols and may not know anyone in the local community. Don't assume that because they are Indigenous that they have this knowledge; it is not standard across Australia. Cultural orientation should include introduction to local Elders and community organisations and participation in cross-cultural training orientation.



### Question for RTOs

- Does your induction program include cross-cultural training for all new staff members?
- How do you support your staff working with Indigenous learners?
- Do staff members have regular access to in-house skills development and discussion sessions? Are these part of your normal workplace structure?
- How do you provide the opportunity for staff members to suggest topics for in-service skills development in your organisation?



## What one RTO has done about staff development

### **Pilbara TAFE, Pundulmurra Campus, South Hedland WA**

The Pundulmurra Campus of Pilbara TAFE provides a cultural awareness workshop as part of regular staff induction and training. The workshop includes information on: skin groups and families in the region; cultural structures and responsibilities; where visitors can and cannot go within communities; and the nature of Indigenous people in the Pilbara region. All trainers working with Indigenous community members participate in these workshops on a regular basis.

Information on law grounds and how to behave around them is also given to trainers who are new to working with Indigenous communities. New trainers are mentored by trainers who have gained respect for their work from the local Indigenous communities.

## LANGUAGE AND LITERACY ISSUES



Language and literacy issues relate to the AQTF *Standards for Registered Training Organisations*: 2.1: 2.2: 6.1: 6.2: 6.3: 8.1(viii): 8.1(iv): 8.1(vii): 9.3(vi): 9.4.

For many Indigenous learners, Standard Australian English is a second or third language.

In Northern and Central Australia, many Indigenous communities use one or more traditional Indigenous languages as their daily method of communication. In addition, most Indigenous peoples in Northern Australia speak a recognised Creole language—for example Roper River Kriol, Torres Strait Kriol and Broome Kriol.

Aboriginal peoples across Australia also use Aboriginal English—dialects of English that differ in systematic ways from Standard Australian English. These dialects are sometimes known as Home English.

For the majority of Indigenous Australians, Aboriginal English or a Creole is their home language or first language; even those people who speak a traditional language will usually use one of these to communicate with people who do not speak their first language. Both the Creole and the Aboriginal English dialects are fully developed languages with a vocabulary drawn from both English and Indigenous languages. Grammatical structures tend to be Indigenous at both the sentence and word level.

Many education institutions now recognise that learners who use Aboriginal English or an Australian Creole are learning English as a second language, even if their language is clear to English speaking trainers. Most Indigenous adults can skilfully adapt their language use to various contexts but sometimes translators are needed for effective delivery and assessment.

Many Australian Indigenous languages, including Aboriginal English and Creole languages, are largely oral and are seldom written down. Indigenous Australians are often developing and applying literacy skills in their second or third language, standard Australian English. In addition, access to appropriate school services in their childhood might have been limited or non-existent, particularly in remote and rural areas. Therefore the literacy skills of learners must be considered when developing training.

Many RTOs offer adult literacy, general education, bridging or pre-vocational courses to address language and literacy needs. These courses are most successful where they are closely linked to the learner's objectives and the specific language and literacy skills required to achieve these objectives.

Literacy and language issues need to be routinely addressed in most Indigenous training contexts. Many RTOs find that ongoing literacy support or tuition for Indigenous learners is crucial to the success of training programs.

Training material should be presented in a clear but not condescending manner to address the range of literacy within groups. Allowing small group discussion in training can provide an opportunity for preferred languages to be used. In this way Indigenous learners can use their own language and then translate to English when reporting to the whole group. This also provides the opportunity to develop English skills relevant to the industry context.

Employment of Elders as interpreters in remote community training delivery will also make training much more effective as they contribute local and cultural knowledge as well as improving communication in training. If trainers learn key words in the local dialect this shows commitment to the group and builds a sense of trust. Learning more about the languages that indigenous learners use will improve teaching strategies and feedback. Many Indigenous RTOs include names and terms in both local language and English in the support notes when they are introducing new information.

Learn from your students. Creating an exciting learning environment can benefit the entire group—trainers and learners alike. Language usage can be part of the creation of this environment. The trainer who shows willingness to learn about the local language or dialect demonstrates commitment to a learning partnership which can result in very innovative and rewarding training.



### Question for RTOs

- How do you ensure that the language and literacy issues and needs of your learners are identified and addressed?
- How do you check that you are not requiring higher level language or literacy skills in your delivery or assessment than those required by the unit of competence being learned?



## **What some RTOs have done about language and literacy issues**

### **Marr Mooditj Foundation, Perth WA**

At Marr Mooditj Foundation, lunchtime conversation in the staff room includes learning key Noongar words for animals and plants. This gives trainers the opportunity to talk about words for these animals and plants from other language groups. It is a good conversation starter, and breaks the ice with students.

### **Djaringo, Broome WA**

If Djaringo doesn't have Indigenous trainers to cover certain topics, their trainers work with people in the local community acting as interpreters. This has the dual purpose of involving the local community in the training program and ensuring that learners are able to understand what is being taught.

## SUPPORT SERVICES



Support services relate to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 8.1(vii); 8.2; 9.3.

Housing is a major problem for a number of Indigenous learners. For example, their home environment might be overcrowded and noisy making concentration difficult. Single Indigenous women with young children have the problems all mothers have—difficulty in finding time to study at home and arrange their time around the needs of their children. Indigenous people who travel from remote communities can experience homesickness. Separation from family and support networks in the community can have a profound effect on the ability of learners to concentrate and actively participate in training. A high proportion of Indigenous learners are placed in this situation because of the need to travel for appropriate training.

Marr Mooditj Foundation and Batchelor Institute are both in urban/regional locations, and encourage learners from across States and Territories to participate in training. These RTOs have developed some creative ways of addressing this problem.

Because of the prevalence of diabetes and renal disease among Indigenous communities, many organisations have a policy of providing healthy refreshments for committee and staff meetings and many RTOs provide diabetes and renal friendly meals in canteens.

Some Indigenous RTOs also have cooking demonstrations and discussions about foods and lifestyle to help to contain incidence of these conditions and reduce their onset in younger members of their communities.

Some of the Healthworker colleges have also produced posters indicating a balanced diet, the food pyramid, including Indigenous and Western foods. These are readily available from a number of Indigenous organisations but need to be adapted to incorporate local Indigenous foods. If appropriate, this could become a learning exercise for participants in training.



## Question for RTOs

- Do you know about the housing and health conditions of your learners?
- Does your canteen offer food that is compatible with conditions such as diabetes and renal disease?
- What networks have you developed with local agencies to which you can refer learners who have any housing, financial or other needs?
- What support services do you offer your learners?



## Questions you could ask your Indigenous learners

- Is your training environment effective in looking after your health needs while you are in training?
- Do you know what facilities and services are available if you need help with health, housing or other financial needs?



## What some RTOs have done to provide support services

### Using a local facility, Fremantle WA

A local community park in Fremantle, Booyembara, has been designed by locals from all resident cultural groups. The vegetation is all local, and the name tags for plants include their Noongar, botanical, and common names. History and usage of plants is also included where possible. School groups use the park for learning, as well as local residents constantly learning something new while enjoying the environment.

### Batchelor Institute, Alice Springs NT

Renal disease and diabetes are endemic conditions in Indigenous communities; many people see these conditions as a way of life rather than a disability. These health conditions have a serious impact on capacity to participate in training unless the issues are addressed.

Batchelor Institute of Indigenous Tertiary Education campuses have a number of systems in place to deal with cultural responsibilities, chronic illnesses and language and literacy. Students with difficulties of any kind are assigned a tutor and are able to catch up on any training they have missed.

The Alice Springs campus has a special room for students with chronic illnesses. It is air-conditioned, has comfortable armchairs and facilities for making tea and coffee. Students also have access to a dialysis machine. Only learners who nominate their particular disability are allowed access to this space, sending a clear message that there are advantages in identifying illnesses or conditions. Learners are interviewed individually but some do not identify illnesses until after the campus tour.

Batchelor Institute also has a policy of explaining renal disease and diabetes and their occurrence in Indigenous communities to educate both their learners and their extended families and cultural groups. Education includes information about using diet to maintain optimum health, proper medication use and ensuring children have a healthy diet.

### **Marr Mooditj Foundation, Perth WA**

Marr Mooditj Foundation, uses a block release system for all courses. Learners attend training blocks of a maximum of six weeks thus reducing time away from home. Marr Mooditj staff have settled on this maximum time through experience in training delivery to remote area learners. To participate in the Healthworker courses, learners must have placements with local organisations in their communities. Assessment includes evidence gathered about their effectiveness in applying knowledge in the field during placement.

### **Batchelor Institute, Alice Springs/Darwin NT**

Batchelor Institute of Indigenous Tertiary Education provides on-site housing for students who have to travel to attend. Student housing is arranged so that young students can travel with an older family member or relative who also resides with them. This provides a quiet space to work away from class and the familiarity of family to help with issues of homesickness. Crèche facilities are also provided to encourage mothers to attend.

### **Lesley Wemyss Training Consultancy, Qld**

This training consultancy has been working with a mining company in Lawn Hill developing communications and supervisory skills. All training participants at the Lawn Hill mine are partnered and encouraged to work together where possible to provide support for each other. The Human Resource Manager, also a workplace trainer, mentors participants on completion of the training while they gather their workplace evidence for completion of their training.

## **Bungala Aboriginal Corporation, Port Augusta SA**

Bungala is a community-based RTO, with 10 staff and approximately 500 students. All students are mentored in training organised by Bungala, with all staff participating in this. This assistance helps learners deal with subject matter and is seen as a key to the success of the Bungala programs.

## INDIGENOUS INPUT TO DECISION MAKING



Decision making relates to the AQTF *Standards for Registered Training Organisations*: 1.5, 1.9, 1.10, 9.1b.

One of the aims of *Partners in a Learning Culture* is to increase the involvement of Indigenous peoples in the decision making processes of vocational education and training. Many Indigenous RTOs have been doing this at a local and regional level for some time.

Training opportunities in Northern Australia have been developed with varying levels of involvement from local Elders in the communities. This includes: identifying the training needs and employment opportunities that would flow from appropriate training; having input into the design of training programs and materials; employing community members as trainers and support staff; and encouraging local people to participate in training.

The Far North Queensland Indigenous Training Consortium represents Indigenous RTOs and trainers in the region. This group acts as an advisory body to State Government and is a valuable networking asset. The Consortium formalises Indigenous inclusion in training development, design and delivery at the highest level.

Training opportunities can also be provided to encourage Indigenous peoples to participate effectively in the governance structures of their communities and groups. Training in this area may be nationally recognised training in the area of community services, or informal sessions with committees and boards.

When in groups, learners could be encouraged to participate in groups of their choosing, to select and support their own spokesperson for the group, and to have their decisions discussed and supported by the learning group.



### Question for RTOs

- How do you collect feedback from your Indigenous learners and communities and how do you use that feedback once it is collected?
- How and when do you consult with local Indigenous Elders and communities?
- What changes have you made recently based on learner or community feedback or advice?

- Are Indigenous communities represented on an advisory or management body and what level of influence does that body have on your strategic and operational decisions?



### **What some RTOs have done to promote input into decision making**

#### **Dumbartung Aboriginal Corporation, Perth WA**

Dumbartung Aboriginal Corporation hosted a project that linked grandmothers and grand-daughters at the Kyana Festival. This project encouraged women in communities attending the festival, across WA and NT, to identify local foods and medicines and talk about their benefits and history. Dumbartung published a series of booklets containing this information and they were included in the festival displays with the authors of each booklet acknowledged.

#### **Local involvement of students, Geraldton WA**



The Women's Health Resource Centre in Geraldton has a new logo. The Centre offers services to all women in the Mid-West region and hosts programs for Indigenous women. Learners in a design course were given the logo design as a project. The winner was a 17 year old local Indigenous woman who incorporated the services offered by the Centre in a jigsaw pattern with a black and a white woman as part of the jigsaw. As well as a cash prize, the publicity has ensured a bright future in graphic design for this student.

#### **Mount Magnet Aboriginal Progress Association, Western Desert WA**

The Mount Magnet Aboriginal Progress Association is a women's group for Mount Magnet Indigenous residents and visitors. It has strong links with the local school and conducts craft days with classes. All children attend these, and take part in tours of the local bush with members. After the tours they use the collected plants and seeds to make objects to take home. This project helps to maintain a very healthy relationship between all cultural groups in the town.

## PATHWAYS TO EMPLOYMENT



Pathways to employment relate to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 9.3(vii); 9.3(viii);12.3.

Vocational education and training aims to equip people with the skills and knowledge they need to make the most of employment opportunities. In many Indigenous communities the best opportunities lie within the local area and are an extension of the group's activities.

A number of communities are currently developing small businesses using local bush food and medicine knowledge. If these small businesses are to succeed, they need people trained in business, horticulture, production and marketing to be an effective part of the workforce for the community.

The best people to provide advice and knowledge on development of training and its delivery and assessment are the local Elders. Partnerships between training and employment agencies in Indigenous communities can also provide valuable insights into the type of training that will suit local businesses.

Many Indigenous communities have clear opportunities for business development and employment at the local level. The people in the communities themselves are best placed to identify these opportunities and to suggest the format and content of training to equip local people to realise opportunities.

The Community Development Employment Program (CDEP) was originally established to promote self-determination through employment in Indigenous communities. A business idea and appropriate training were linked to provide effective support for CDEP participants into owning and managing their own business ventures. Such projects are generally seen by Indigenous RTOs as a stepping stone for employment or the launch of a new business; CDEP funding can logically link and promote business feasibility, business development, training and employment.



## Questions for RTOs and organisations

- Are you familiar with establishment processes for CDEP funding?
- Do you know of any local business and training ideas that would benefit from this funding?
- How can you work with CDEP projects to develop their value as stepping stones?
- How else do you promote pathways to employment for your learners?



## What some RTOs have done to promote pathways to employment

### **Nirrumbuk and Djaringo, Broome WA**

Nirrumbuk and Djaringo are governed by the same Indigenous groups and they share premises in Broome. Nirrumbuk caters for the employment and support needs of their members and Djaringo develops programs and facilitates training for this employment. This close working relationship ensures that employment opportunities and ideas are linked closely with appropriate training.

### **Tangentyere Council, Alice Springs NT**

Tangentyere Council in Alice Springs has developed strong partnerships with a number of local training organisations. Tangentyere Council houses a Centrelink branch in its premises for easy and effective access by Council clients. Knowledge of local employment opportunities gives Council staff the information they need to effectively plan for the required training courses to maximise employment.

### **Tauondi College, Port Adelaide SA**

Tauondi conducts a hospitality course that includes creative use of bush foods and has an in-house catering service open for bookings from the public. They have catered for a wide range of formal and informal functions including a local football club. This exposes learners to all aspects of hospitality—planning, food preparation, food presentation, finance, promotion and communication.

Tauondi Hospitality graduates who wish to go on to further training attend Port Adelaide TAFE. Tauondi has an arrangement whereby TAFE hospitality students and staff visit the TAFE as guests and then, when Tauondi learners

go to TAFE, their guest status helps in the transition. Tauondi is currently developing a similar relationship with TAFE for their Business Studies students.

### **Kimberley TAFE, Derby Campus, North West WA**

The Derby campus of Kimberley TAFE has been working for some years with the Mowanjum community, offering art and design training at Certificate II level and assisting with marketing. The community had sold approximately \$500,000 of their work by 2001 with 70 per cent of this divided between the artists and the rest going into running the business. The artists travelled to Slovenia for the World Indigenous Art Exhibition and have held extremely successful art exhibitions in Melbourne, Sydney, Perth and Canberra. They were involved in the Sydney Olympics Opening Ceremony. For more information go to [www.spiritofthewandjina.com.au](http://www.spiritofthewandjina.com.au)

### **Centre for Appropriate Technology, Alice Springs NT**

The Centre for Appropriate Technology offers training to complement the work the organisation does with remote communities. Appropriate technology is designed for remote communities at the group and individual level, businesses and homes included. Once the technology is designed and installed the Centre offers training for local community members in its maintenance. The training fits with community need and ensures employment for graduates within their local communities. For more information go to [www.icat.org.au](http://www.icat.org.au)

## Further help

### NATIONAL POLICIES

*Achieving Equitable Outcomes: A Supporting Paper to Australia's National Strategy for Vocational Education and Training 1998-2003* (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=63>

*Partners in a Learning Culture: Australia's National Aboriginal and Torres Strait Islander Strategy for vocational education and training 2000-2005* (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=61>

*Partners in a Learning Culture: Blueprint for Implementation* (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=62>

*Bridging Pathways: the National Strategy for increasing opportunities for people with a disability in vocational education and training 2000-2005* (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=74>

*Bridging Pathways: Blueprint for Implementation* (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=57>

*Shaping Our Future: National Strategy for VET 2004-2010* (ANTA, 2004)

<http://www.anta.gov.au/publication.asp?qsID=488>

*National Strategy for Vocational Education and Training for Adult Prisoners and Offenders in Australia* (ANTA, 2002)

<http://www.anta.gov.au/publication.asp?qsID=600>

*Women: Shaping Our Future, supplement to Shaping Our Future* (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=607>

*AQTF Standards for Registered Training Organisations* (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=86>

*AQTF Evidence Guide for Registered Training Organisations and Auditors* (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=237>

*AQTF Guidelines for Course Developers* (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=345>

## KEY RESOURCES

Building Diversity and the AQTF: A guide to access and equity (Western Australian Department of Education and Training, 2003) –

<http://www.training.wa.gov.au/sub-sites/BD/access/content.htm>

*Contains summary of access and equity and diversity, FAQs on equity and the AQTF and a table of good practice examples of how access and equity may be integrated into each AQTF Standard.*

Frequently asked questions about language, literacy and numeracy in the Australian Quality Training Framework (ANTA, 2002) –

<http://www.anta.gov.au/publication.asp?qsID=435>

*Addresses FAQs on literacy and numeracy under eight different headings and provides on-line links, further resources and useful contacts.*

Fair go in training for people with a disability: Meeting your Australian Quality Training Framework obligations (Queensland Department of Employment and Training, 2002) –

<http://www.trainandemploy.qld.gov.au/partners/resources/aqtf/index.htm>

*Provides summary information under seven headings and then detailed examples and further information in 21 appendices.*

Access and Equity in On-line Learning – Series of Reports and Guidelines on range of client groups (Flexible Learning Framework, ANTA, 1999-2002) –

[www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

*A comprehensive suite of products for enhancing access and equity in on-line learning, including guidelines for managers, practitioners and learners and specific information on client groups, including clients with a disability and Indigenous clients.*

Everyone On-line Guidelines and On-line Tutorial (Flexible Learning Framework, ANTA, 2002) – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

*Information for individuals starting to develop on-line learning materials on legal issues and accessibility.*

Guide to Good Practice in AQTF Auditing – the on-line perspective, Factsheet and Induction Kit (Flexible Learning Framework, ANTA, 2002) –

[www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

*The Guide introduces auditors to key on-line issues and principles, while the Factsheet provides a summary of the issues and the Induction Kit forms the basis of a workshop on the topic.*

Making the Connections: 48 ways to progress equity in the national training system (Reframing the Future, ANTA, 2004) – [www.reframingthefuture.net](http://www.reframingthefuture.net) and go to publications

*Write up of 48 different projects for clients with a disability or Indigenous clients funded under Reframing the Future.*

Equity in vocational education and training: Research readings (NCVER, 2003) – [www.ncver.edu.au](http://www.ncver.edu.au)

*A series of papers covering research on equity issues and equity client groups commissioned by the NCVER. The final chapter by Robert Bean presents the productive diversity model mentioned in this Guide and explains the model in more detail.*

## RESOURCES FOR LEARNERS WITH A DISABILITY

A Guide for TAFE Staff on Disability Discrimination (South Australian Department of Education, Training and Employment, nd) – [www.training.sa.gov.au](http://www.training.sa.gov.au)

*Provides a summary of the Disability Discrimination Act, TAFE staff responsibilities, principles of student selection, accessibility and resources.*

A Guide for VET Providers of Disability Discrimination (ACT Department of Education and Community Services, 2001) – [www.decs.act.gov.au](http://www.decs.act.gov.au)

*Adapted from South Australian Guide above.*

A Guide for Students with a Disability (South Australian Department of Education, Training and Employment, nd) – [www.training.sa.gov.au](http://www.training.sa.gov.au)

*Specifically for students at TAFE Institutes, outlining their responsibilities, resources available and complaints processes.*

Inclusive teaching for students with disabilities (Victorian Department of Education, Employment and Training, 2001) – [www.otte.vic.gov.au](http://www.otte.vic.gov.au)

*Designed to provide teachers with increased knowledge and skill when teaching students with a disability – video includes six students talking about their experiences.*

Access and Equity in On-line Learning: Report on Assistive Technologies for On-line Training Delivery (Flexible Learning Framework, ANTA, 2002) – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

*Information on inclusive design and on assistive technology for people with vision, hearing or physical impairments.*

Key Success Factors in Placing and Supporting New Apprentices with Disabilities Through Group Training: A Best Practice Guide (ANTA, 2002) – [www.anta.gov.au](http://www.anta.gov.au)

*Summary of key success factors, including 20 steps for Group Training Organisations and 20 steps for Disability Employment Agencies to facilitate placement and outcomes and four case studies.*

Creating Viable Pathways to Vocational Education and Employment for Students with a Disability: The ECEF Lighthouse Initiative Evaluation Report (ECEF, 2002) – [www.ecef.com.au/web/ab\\_home.nsf/ECEF/ab\\_disability](http://www.ecef.com.au/web/ab_home.nsf/ECEF/ab_disability)

*Findings from Lighthouse initiatives, including some key lessons learnt.*

Transitions: From VET to Employment for People with a Disability: Key Success Factors (Access Training and Employment Centre, 2001) – [www.equityresearch.org.au/pub.htm](http://www.equityresearch.org.au/pub.htm)

*A resource for staff outlining the key success factors for clients with a disability and case study examples.*

Inclusive practice is good practice (University of Tasmania, 1999) – [www.tased.edu.au/tasonline/gateways/pubs/ipigp.htm](http://www.tased.edu.au/tasonline/gateways/pubs/ipigp.htm)

*Comprehensive guide to inclusive practice with a focus on people with a disability.*

Information should be visual: new and emerging technologies and their application in the VET sector for students who are deaf and hard of hearing (NCVER, 2001) – [www.ncver.edu.au](http://www.ncver.edu.au)

*Covers the range of learning technologies and infrastructure requirements to support deaf and hearing impaired learners.*

Mental health issues on campus: a resource kit for students and a resource kit for staff (NCVER, 1999) – [www.ncver.edu.au](http://www.ncver.edu.au)

*Kits for staff and students on maximising outcomes for students with a mental health problem.*

Students with Disabilities: Code of Practice for Australian Tertiary Institutions (Queensland University website) – [www.qut.edu.au](http://www.qut.edu.au)

*A code of practice for students in universities; may be useful for RTOs.*

DDA Action Plans: A Guide for the Tertiary Education Sector (HREOC website) – [www.hreoc.gov.au](http://www.hreoc.gov.au)

*Guide for Universities; may be useful for RTOs.*

Succeeding with a psychiatric disability in the university environment: information and advice for students and staff (Queensland University of Technology, nd) –

<http://www.counselling.qut.edu.au/selfhelp/psych/succeed.jsp>

*Resource kit for teachers and students including booklet and brochures with information and practical help; may be useful as a model for RTOs.*

New Australian Disability Clearinghouse on Education and Training (ADCET) website – [www.adcet.edu.au](http://www.adcet.edu.au)

*The Australian Disability Clearinghouse on Education and Training aims to provide up to date and comprehensive information about inclusive teaching, learning and assessment strategies, accommodations and support services for people with disabilities in post secondary education and training. ADCET services primarily target teachers, disability practitioners, learning support staff, researchers and policy makers.*

## RESOURCES FOR INDIGENOUS LEARNERS

Nyeumba Unyi: Indigenous VET Navigator (QLD DET 2002) –  
[www.det.qld.gov.au](http://www.det.qld.gov.au)

*Good overview on CD Rom of the VET system with respect to Indigenous involvement, including understanding the VET system, how to get training delivery in your community, training partnerships and how to become an RTO.*

Partners in a Learning Culture: A Best Practice Guide for Employing Indigenous Australians through Group Training Arrangements (ANTA, 2002) – [www.anta.gov.au](http://www.anta.gov.au)

*Best practice examples of Group Training Organisations working with Indigenous learners, including a list of eight best practice features.*

Developing Best Practice with Indigenous New Apprenticeships (DETYA, 1999)

*Findings from research into best practice, including developing a model of good practice for Indigenous-specific traineeships.*

Retaining Aboriginal Learners in Vocational Education and Training (Community Services) (NSW Department of Education and Training and TAFE NSW – Western Institute, 2002)

*Outlines key features to retention including culturally appropriate learning, classroom practice and student support needs.*

Train Small Groups: A Guide for Indigenous Trainers (Western Australian Department of Training and Employment and Kimberley College of TAFE, 2000) – [www.det.wa.gov.au](http://www.det.wa.gov.au)

*Learning materials for Train Small Groups from Training Package for Assessment and Workplace Training.*

What Works: Exploration in improving outcomes for Indigenous students (ACSA website) – <http://www.whatworks.edu.au/>

*Report on strategies and good practice that leads to improvements in educational achievement by Indigenous students from pre-school to VET.*

Djaringo Training Materials (Djaringo, 2003)

*Variety of customised training materials including equity provisions for members of traditional Indigenous communities.*

Batchelor College Training Materials (Batchelor, 2003)

*Variety of customised training materials addressing needs of Indigenous students for whom English is a second language.*

I See – I Learn (Big Fat Productions, 2003)

*Visual and kinetic training materials developed for training traditional Indigenous people in remote communities.*

Community Based Collective Competencies (Nirrumbuk Aboriginal Corporation/Djaringo, 2003)

*Access and equity for Aboriginals in VET.*

Respect, Acknowledge, Listen (Community Cultural Development NSW/Australia Council)

*Practical protocols for working with the Indigenous community of Western Sydney.*

Some Cross-Cultural Considerations for Lecturers in the Kimberley (Kimberley College of TAFE)

*Cross-cultural issues for lecturers to consider.*

Professional Development Package for Trainers Working with Aboriginal People in Remote Rural Communities (ANTA 1997) – [www.anta.gov.au](http://www.anta.gov.au)

*PD package full of useful information; still considered useful by trainers in spite of being six years old.*

Learning Together: Handbook and Resource Kit for Aboriginal Facilitators (WA Department of Training, 1997) – [www.det.wa.gov.au](http://www.det.wa.gov.au)

*Training material for a special New Opportunities for Aboriginal Women project; still considered useful by trainers in spite of being six years old.*

## RESOURCES FOR GENERAL ACCESS AND EQUITY OR OTHER CLIENT GROUPS

Good Practice in equity and diversity in Victorian TAFEs (Access Training and Employment Centre, 2003) – [www.equityresearch.org.au/new.htm](http://www.equityresearch.org.au/new.htm)

*Provides good practice examples of how Victorian TAFEs have meet equity four objectives: holistic approach to student support, working in partnership, an outcomes focus and new pathways.*

Workable Solutions Final Report (ANTA, 1999) – [www.anta.gov.au](http://www.anta.gov.au)

*Strategies for RTOs to develop 'workable' training solutions for key equity groups, with case study examples.*

Training Package Developers Handbook – Access and Equity Guidelines and Reasonable Adjustment Guidelines (ANTA) – [www.anta.gov.au](http://www.anta.gov.au)

*Information for Training Package Developers and those implementing Training Packages.*

Equity Toolboxes (Flexible Learning Framework) – Online Literacy and Numeracy Resource Centre; World of Work; Horticulture for Indigenous Learners; Learning about Native Title; Truvision. – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

Assessment Generator (Flexible Learning Framework) – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

Increasing vocational education and training participation and achievement of mature-aged workers – ideas paper (ANTA, 2003) – [www.anta.gov.au](http://www.anta.gov.au)

## BIBLIOGRAPHIES

Some Issues in Indigenous Health and Education Training: An Annotated Bibliography (University of Sydney – Koori Centre, nd) – [www.koori.usyd.edu.au/centre/default.html](http://www.koori.usyd.edu.au/centre/default.html)

Access and Equity in Online Learning: Annotated Bibliography (Flexible Learning Framework, ANTA, 2002) – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

An Annotated List of Equity and Diversity Resources (Equity Research Centre Inc, 2004) – [www.equityresearch.org.au/~atec/main.htm](http://www.equityresearch.org.au/~atec/main.htm)

## USEFUL WEBSITES

- Australian Disability Training Advisory Council – <http://www.anta.gov.au/dapADTAC.asp>
- Australian Indigenous Training Advisory Council – <http://www.anta.gov.au/dapAITAC.asp>
- National Centre for Vocational Educational Research – [www.ncver.edu.au](http://www.ncver.edu.au)
- Australian National Training Authority – [www.anta.gov.au](http://www.anta.gov.au)
- Australian Vocational Education and Training Research Association website – [www.avetra.org.au](http://www.avetra.org.au)
- Reframing the future – <http://reframingthefuture.net>
- Flexible Learning Framework – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)
- LearnScope – [www.learnscope.anta.gov.au](http://www.learnscope.anta.gov.au)
- Australian Technologies Products – [www.atpl.net.au](http://www.atpl.net.au)
- EdNA – [www.edna.edu.au](http://www.edna.edu.au)
- Training.com.au – [www.training.com.au](http://www.training.com.au)
- Human Rights and Equal Opportunity Commission – [www.hreoc.gov.au](http://www.hreoc.gov.au)
- Australian Council of Social Service (ACOSS) – [www.acoss.org.au](http://www.acoss.org.au)
- ACROD – [www.acrod.org.au](http://www.acrod.org.au)
- Equity Research Centre Inc (previously Access Training and Employment Centre or ATEC) – [www.equityresearch.org.au](http://www.equityresearch.org.au)
- Enterprise and Career Education Foundation (ECEP) – [www.ecef.com.au](http://www.ecef.com.au)
- Australian Disability Clearinghouse on Education and Training – [www.adcet.edu.au](http://www.adcet.edu.au)

## STATE/TERRITORY WEBSITES

WA – [www.det.wa.edu.au/](http://www.det.wa.edu.au/)

SA – [www.training.sa.gov.au](http://www.training.sa.gov.au)

VIC – [www.det.vic.gov.au/det/](http://www.det.vic.gov.au/det/)

TAS – [www.education.tas.gov.au/](http://www.education.tas.gov.au/)

NSW – [www.det.nsw.edu.au](http://www.det.nsw.edu.au)

ACT – [www.decs.act.gov.au/](http://www.decs.act.gov.au/)

QLD – [www.trainandemploy.qld.gov.au/index.htm](http://www.trainandemploy.qld.gov.au/index.htm)

NT – [www.deet.nt.gov.au/](http://www.deet.nt.gov.au/)

## Glossary of terms used

If you are unfamiliar with some of the terms used in this publication, look them up in the A-Z glossary on the ANTA website – [www.anta.gov.au](http://www.anta.gov.au).

### Acronyms

- ACE** Adult and Community Education
- ACOSS** Australian Council of Social Service
- AIDS** Acquired Immune Deficiency Syndrome
- ADTAC** Australian Disability Training Advisory Council
- ADHD** Attention Deficit Hyperactivity Disorder
- AITAC** Australian Indigenous Training Advisory Council
- ANTA** Australian National Training Authority
- AQTF** Australian Quality Training Framework
- AUSLAN** Australian Sign Language
- ASRITC** Arts, Sport and Recreation Industry Training Council
- ATEC** Access Training and Employment Centre
- CDEP** Community Development Employment Program
- DEST** Department of Education, Science and Training
- FAQ** Frequently Asked Questions
- HIV** Human Immuno-deficiency Virus
- MS** Multiple Sclerosis
- NCVER** National Centre for Vocational Education Research
- QUT** Queensland University of Technology
- RTO** Registered Training Organisation
- RPL** Recognition of Prior Learning
- VET** Vocational Education and Training
- OTEN** Open Training and Education Network









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