



**ACT**  
Government

Education and Training

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





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## Acknowledgement of Country

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

## Artwork by Leah Brideson

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



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# MESSAGE FROM THE DIRECTOR-GENERAL

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

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

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

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

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

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

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

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

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

**Diane Joseph**

Director-General



# INTRODUCTION

The ACT Education and Training Directorate (the Directorate) believes that all young people in the ACT have the right to learn, thrive and be equipped with the skills necessary to lead fulfilling, productive and responsible lives.

**Connection, Collaboration, Careers, Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017** (Action Plan) will provide a new pathway to link education, employment, choice and opportunities for Aboriginal and Torres Strait Islander peoples in the ACT.

The Directorate's Action Plan arises from the **ACT Public Service (ACTPS) Employment Strategy for Aboriginal and Torres Strait Islander People** (ACTPS Employment Strategy), launched in April 2011. The ACTPS Employment Strategy was developed in response to the **Report on the Outcomes of the ACT Aboriginal and Torres Strait Islander Elected Body Estimates-type hearings 2009**, recommendation that the, "ACT Government implement a sector-wide Aboriginal and Torres Strait Islander recruitment, retention and employment strategy"<sup>1</sup>. The ACTPS Employment Strategy contained a number of actions for directorates, including the development of directorate specific employment action plans for Aboriginal and Torres Strait Islander peoples. The development of the Directorate's Action Plan was driven by Human Resources Branch and the Aboriginal and Torres Strait Islander Employment Action Plan Working Group, established in 2012. Extensive consultation and collaboration with the Directorate's Aboriginal and Torres Strait Islander Staff Network, the ACT Aboriginal and Torres Strait Islander Education Consultative Group and the ACT Aboriginal and Torres Strait Islander Elected Body occurred at all stages in the development the Action Plan.

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

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

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

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

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

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

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

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

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

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

## What we would see

Aboriginal culture in every aspect of school

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

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

Posters of Aboriginal and Torres Strait Islander peoples in schools

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

Sharing of Aboriginal knowledges with staff

Building relationships and work experience opportunities

## What we would feel

Included, valued and supported – not just ticking the boxes

Initiatives	Responsibility	Action	Measureable Target	Ways of Knowing
1.1 Deliver cultural competency training programs for all staff across the Directorate	Human Resources Learning and Teaching	Through the provision of Human Resources Advice a cultural competence goal will be suggested for inclusion in Personal Development Plans (PDPs) for all staff  Promote cultural competency training opportunities for all staff across the Directorate  Promote additional training opportunities from across directorates	Cultural Awareness goal included in staff PDP's  Available cultural competency training programs promoted to staff.  Percentage of staff participating in and updating cultural competency training within a two year timeframe	<i>...we are in a great position of strength to create the ripples of change...</i>  <i>All Directorate staff have a growing awareness of the values and needs of Aboriginal and Torres Strait Islander people</i>
1.2 Increase the number of Aboriginal and Torres Strait Islander identified positions across the Directorate	Human Resources	Promote to principals and managers the process of identifying positions for advertisement	By 2016 all schools will have at least one Aboriginal and Torres Strait Islander identified position on their staffing establishment  By 2016 there will be an additional four Central Office Aboriginal and Torres Strait Islander identified positions	<i>Respected</i> <i>Genuine acceptance</i>

	Initiatives	Responsibility	Action	Measureable Target	Ways of Knowing
1.3	Promote and encourage registration for casual employment by Aboriginal and Torres Strait Islander people	Human Resources Aboriginal and Torres Strait Islander Education Section	<p>Meet and discuss initiative with the ACT Aboriginal and Torres Strait Islander Elected body and Aboriginal and Torres Strait Islander Education Consultative Group</p> <p>Identify times to conduct information sessions with the Aboriginal and Torres Strait Islander community and provide assistance with completion of the application package</p> <p>Consider offering free training to assist interested community members to develop the required workplace skills to competently and confidently apply for positions</p> <p>Create a register of Aboriginal and Torres Strait Islander casual officers</p>	<p>Information sessions conducted annually</p> <p>Number of casual registrations resulting from information sessions</p>	<p><i>...Promote us our way...</i></p> <p><i>Promote casual staff who have identified as Aboriginal and Torres Strait Islander, to Principals, Business Managers and Managers</i></p>



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

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

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

### **What we would see:**

Showcasing Aboriginal and Torres Strait Islander cultures and Directorate officers visiting schools not just on important dates  
 Opportunities to build skills and career, leadership opportunities  
 Cultural awareness  
 Parent and community involvement  
 Functional and attractive work environment  
 Program development with community involvement  
 Community events advertised as part of the school calendar  
 Strong links with community – community mentoring  
 More males – as teachers and support staff

### **What we would feel:**

Individuality in my role but still be part of a team  
 Respected  
 Cultural safety for everyone  
 Respect prioritised  
 Empowerment

### **What we would hear:**

Support and encouragement  
 (Asking me) to use my skills and knowledge to help train other teachers  
 Two-way learning – students, teachers, parents and community learning from each other  
 Respectful discussions

	Initiatives	Responsibility	Action	Measureable Target	Ways of Knowing
2.1	Advertise employment opportunities through a variety of media sources, including the Koori Mail, National Indigenous Times, ACT Aboriginal and Torres Strait Islander networks and community organisations	Human Resources	Analyse results of advertising all vacant positions in the Koori Mail and National Indigenous Times in addition to online job networks (ACT Indigenous Network/ Habitat)  Update request to advertise forms to include additional advertising options in the drop down menu  The statement 'The Directorate is committed to providing employment pathways to Aboriginal and Torres Strait Islander peoples who are encouraged to apply' to be included in all positions advertised by the Education and Training Directorate	Data collected on number of applicants to determine effectiveness end 2014  Forms updated end 2014	...It's just a matter of seeing it happen...

Initiatives	Responsibility	Action	Measureable Target	Ways of Knowing
2.2 Identify cadetships, and/or scholarships for potential Aboriginal and Torres Strait Islander recruits	Human Resources Training and Tertiary Education	Investigate the development of a Directorate specific Aboriginal and Torres Strait Islander Traineeship program: <ul style="list-style-type: none"> <li>Identify costs of conducting an ETD Traineeship Program</li> <li>Identify areas within the Directorate to support a trainee and/or cadet</li> </ul>	Existing programs investigated 2014 2015 business case developed for seeking support for implementation	
2.3 Ensure plain English is used in all advertisements for ACT Public Service Positions	Human Resources	Review the wording of all advertisements to ensure the use of plain English	Examples of plain English advertisements identified	<i>Deadly – language is important and the way you communicate makes a difference</i>
2.4 Revise Human Resources processes and forms to ensure applicability to all staff including Aboriginal and Torres Strait Islander peoples, people with a disability, people from culturally and linguistically diverse backgrounds	Human Resources	Review the content of the casual registration package and Directorate HR forms to ensure cultural appropriateness, use of plain English and ease of understanding of information	Wording in the casual registration package updated end 2014	<i>This will establish the Directorate's commitment to creating recruitment opportunities and career pathways for Aboriginal and Torres Strait Islander peoples</i>
2.5 Consider the establishment of an Aboriginal and Torres Strait Islander Employment Team	Human Resources	Consider the number of positions required within the team Identify responsibilities including leadership, development of a Cultural Competence Framework, implementation of Cultural Competency Training, provision of advice, cultural supervision, and responsibilities for the ongoing development and implementation of the Employment Action Plan	Proposal developed end 2014 Positions established and recruited	<i>This will establish the Directorate's commitment to creating recruitment opportunities and career pathways for Aboriginal and Torres Strait Islander peoples</i>
2.6 An Aboriginal and/or Torres Strait Islander person must be on the recruitment panel when an applicant for a position has identified as an Aboriginal and/or Torres Strait Islander person, when recruiting to Aboriginal and Torres Strait Islander identified positions, or when positions require Aboriginal and Torres Strait Islander knowledge	Human Resources	Update Directorate recruitment guidelines to reflect requirements Consider development of a register of Aboriginal and Torres Strait Islander staff willing to be considered for recruitment panels Ensure identified staff complete selection panel training	Recruitment Guidelines updated 2014 Register considered and developed if appropriate 2014 100 percent of identified staff have received selection panel training 2014	
2.7 Promote the Directorate as an employer of choice for Aboriginal and Torres Strait Islander peoples	Information, Communication and Governance Human Resources	Develop a comprehensive promotional campaign Distribute material at key events hosted by Aboriginal and Torres Strait Islander communities and agencies Distribute materials to all public colleges Distribute materials to all tertiary and training institutions in the ACT Publish materials on the Directorate website	A comprehensive promotional campaign developed 2014 Materials distributed at key events annually, including the Indigenous Employment Expo; Multicultural Festival Indigenous Showcase; NAIDOC events Materials distributed to all public high schools and colleges Materials distributed to all tertiary and training institutions in the ACT Materials published on the Directorate website	<i>An inclusive workplace where all staff engage in vibrant sharing of cultures within a community of learning</i>

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

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

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

#### **What we would see:**

Community/family support when needed  
 Permanency  
 Promotion opportunities and opportunities for younger people  
 Opportunities to run staff professional development  
 Aboriginal and Torres Strait Islander staff in leadership positions  
 Continuity in programs and curriculum  
 Mentoring – staff training and support  
 Strong connections between Aboriginal and Torres Strait Islander staff in the workplace and the whole workforce – being part of a team

#### **What we would feel:**

Strong relationships  
 Being part of a puzzle, coming together as individuals to make the whole complete  
 Valued as a staff member, trusted and respected

#### **What we would hear:**

Support to be involved in community events and to share with staff  
 Our own knowledge valued in the workplace  
 Ideas being supported

	Initiatives	Responsibility	Action	Measureable Target	Ways of Knowing
3.1	Promote and support the Directorate Aboriginal and Torres Strait Islander Staff Network.	Human Resources Aboriginal and Torres Strait Islander Education and Student Engagement	Promote the Staff Network through All Staff Alerts and relevant forums	The Staff Network meets at least four times per year  The Staff Network is provided opportunities to provide input into the development and implementation of the Directorate's Aboriginal and Torres Strait Islander Employment Action Plan	<i>The Directorate values and supports Aboriginal and Torres Strait Islander staff, students, families and communities.</i>

Initiatives	Responsibility	Action	Measureable Target	Ways of Knowing
3.2 Use regular data collection to guide strategic decision making related to Aboriginal and Torres Strait Islander staff development	Human Resources	Identify and build priority areas with the Staff Network Request/collect data on a quarterly basis: <ul style="list-style-type: none"> <li>Number of identified staff</li> <li>Areas of employment within Directorate</li> <li>Classifications of staff</li> <li>Professional goals</li> </ul> Identify a consistent method of responding to all report requests Regularly promote the updating of diversity statistics	Data collected annually and analysed to identify current and future focus areas for employment and training of Aboriginal and Torres Strait Islander staff	<i>...have a strong relationship with the work place...</i>
3.3 Identify areas of concern about workplace culture and opportunities for Aboriginal and Torres Strait Islander staff	Human Resources	Conduct interviews with current staff to identify workplace 'themes' and any issues Update exit surveys to extract relevant information	All Aboriginal and Torres Strait Islander staff are given the opportunity to meet with a Human Resources staff member annually Exit survey information analysed to determine any barriers to ongoing employment of Aboriginal and Torres Strait Islander peoples in the Directorate	<i>...Safe, respected, supported, accepted...</i> <i>...taking time to build trust and relationships and continually value the relationship...</i>
3.4 Provide information on Directorate intranet sites on cultural leave provisions for Aboriginal and Torres Strait Islander staff	Human Resources Aboriginal and Torres Strait Islander Education and Student Engagement	Create an Aboriginal and Torres Strait Islander cultural information page on Index, including leave information Raise awareness with principals and managers of available leave	Information page created and promoted end 2014–2015 Leave data analysed to determine leave taken end 2014	<i>Promote cultural awareness/diversity</i>
3.5 Promote whole of Directorate employee participation in Aboriginal and Torres Strait Islander significant events, including National Reconciliation Week, NAIDOC Week, The Apology Anniversary, Sorry Day, Mabo Day, as well as leave provisions for Aboriginal and Torres Strait Islander staff to attend and participate in significant events	All branches	Actively promote National Reconciliation Week and NAIDOC activities throughout the Directorate Raise awareness with principals and managers of availability of leave for Aboriginal and Torres Strait Islander staff	Percentage of staff across the Directorate participating in activities Leave data analysed to determine leave taken	<i>...increase the promotion of success stories available in Directorate Media...</i>
3.6 Establish a network of trained mentors for new and existing Aboriginal and Torres Strait Islander employees and a network of trained buddies for new Directorate staff	Strategy, Research & Innovation Human resources All sections & schools	Investigate existing mentoring programs Establish a Directorate mentoring program for Aboriginal and Torres Strait Islander employees Establish a Directorate buddy system for new staff	Mentor/buddy program developed end 2014 Appropriate mentors/buddies identified Guidelines developed Mentor/buddy program promoted to principals, managers and staff 2015	<i>Collaboration – sharing together</i>

	Initiatives	Responsibility	Action	Measureable Target	Ways of Knowing
3.7	Create work shadowing opportunities to develop skills in areas of need and interest and support exchanges and rotations of Aboriginal and Torres Strait Islander employees across the service and between directorates	Human Resources	Create a register of Aboriginal and Torres Strait Islander staff interested in work shadowing opportunities Develop a register of Aboriginal and Torres Strait Islander staff interested in rotation and exchange opportunities Identify barriers and solutions to staff undertaking opportunities Work with branches to identify opportunities Engage contacts across directorates to promote exchange opportunities	Register developed June 2014 Guidelines developed end 2014 Opportunities promoted 2015 Contacts established 2015 Opportunities promoted 2015	<i>...longevity of employment requires support to move to other sections/ higher duties...</i>
3.8	Provide opportunities for Aboriginal and Torres Strait Islander employees to gain or upgrade their qualifications, including consideration of higher degrees where a candidate researches an aspect of service delivery provided by the ACTPS to the Aboriginal and Torres Strait Islander community	Learning and Teaching Human Resources	Identify staff wishing to upgrade their qualifications Promote opportunities and availability of study leave	Staff identified annually Opportunities and available assistance promoted	<i>... I feel very supported, included and appreciated in my workplace...</i>
3.9	Implement a program of cultural supervision (similar to mentoring, involving provision of advice and support to staff managing Aboriginal and Torres Strait Islander employees)	Human Resources	Develop and promote an information package on cultural supervision to principals, managers and supervisors Identify and create a register of available Aboriginal and Torres Strait Islander staff across Government and community who can provide cultural supervision	Information package developed and promoted 2015 Register developed and promoted 2015	<i>...two way sharing, being transparent....</i>
3.10	Investigate the development of a scholarship program for existing Aboriginal and Torres Strait Islander employees to undertake a teaching degree	Human Resources	Investigate success rate of scholarship programs offered in other jurisdictions Identify interest from Aboriginal and Torres Strait Islander officers within the Directorate Investigate funding implications	Program success rates evaluated 2015 If determined successful, proposal developed 2015	<i>...Support our individuality; we have our own knowledge...</i>

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

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

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

### What we would see:

Support/opportunity to 'work experience' in other roles for a period of time to 'dip one's toe in the water'  
Mentors that provide support and who are not Aboriginal and Torres Strait Islander  
Trainee packages  
Leadership opportunities  
Identification of positions as an option  
Information about career and work experience opportunities readily accessible  
Aboriginal and Torres Strait Islander staff involved in a range of different activities across schools and central office

### What we would feel:

Inspired to stay in my role  
A belonging  
Strong voices  
Strongly connected and valued

### What we would hear:

Career building, change ideas  
Support for our own individuality

	Initiatives	Responsibility	Action	Measureable Target	Ways of Knowing
4.1	Ensure access to professional development programs is available for all Aboriginal and Torres Strait Islander employees.	Learning and Teaching Human Resources Aboriginal and Torres Strait Islander Education and Student Engagement	Conduct an analysis of Aboriginal and Torres Strait Islander professional development needs  Promote professional development opportunities to Aboriginal and Torres Strait Islander Staff through the ETD Staff Network  Consider additional support for schools to assist the release of staff to attend appropriate professional development	Analysis conducted and professional development needs identified annually  Professional development opportunities promoted and staff supported to attend	...Career building ideas, inspire me to stay in my role by offering exchange and training...



	Initiatives	Responsibility	Action	Measureable Target	Ways of Knowing
4.2	Ensure individual career pathways are developed for Aboriginal and Torres Strait Islander employees	Human Resources Learning and Teaching	<p>Ensure all staff are aware of the requirement to have regular performance development conversations with their manager</p> <p>Develop a career pathways planning document for use by Aboriginal and Torres Strait Islander staff to assist with identifying careers pathways within the Directorate</p> <p>Identify Aboriginal and Torres Strait Islander staff interested in acting in short term vacancies and promote the availability to principals and managers</p>	<p>Performance development requirements promoted to all staff annually</p> <p>Career pathways document developed and promoted end 2014</p> <p>Register developed for staff interested in short term vacancies end 2014</p>	<i>Two way relationships</i>
	Ensure that a proportion of positions available on management development programs are allocated to Aboriginal and Torres Strait Islander employees, even if not all criteria for acceptance to a program are met	Human Resources Learning and Teaching	<p>Identify Directorate specific management development programs</p> <p>Work with coordinators of the Directorate specific programs to ensure positions are made available for Aboriginal and Torres Strait Islander Staff</p>	<p>Programs and available places promoted to Aboriginal and Torres Strait Islander staff</p> <p>Number of participants</p> <p>Number of staff in leadership positions</p>	<i>...part of a puzzle, coming together as individuals, to make the whole complete...</i>

# IMPLEMENTATION, MONITORING AND REPORTING

The Aboriginal and Torres Strait Islander Employment Action Plan Working Group, Human Resources Branch and the Directorate's Equity and Diversity Committee will oversee the implementation of **Connection, Collaboration, Career, Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-17**. Monitoring and reporting of the Action Plan will be coordinated through the Human Resources Branch. The Directorate will continue to work with the ACT Aboriginal and Torres Strait Islander Education Consultative Group, and the ACT Aboriginal and Torres Strait Islander Elected Body throughout the implementation and evaluation of the Action Plan and seek advice and input from the Directorate's Aboriginal and Torres Strait Islander Staff Network. The Directorate's Aboriginal and Torres Strait Islander employment trends data will be collated and analysed to inform future directions and identify gaps in employment opportunities and career pathways.

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

# GLOSSARY

## Cultural Supervision

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

## Cultural competence and integrity

‘Cultural competence’ and ‘cultural integrity’ are terms that are used broadly across the education sector.

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

## Identified positions

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

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

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