

26 February 2010

IEAP Consultation
Ministerial Council for Education, Early Childhood Development and Youth Affairs
PO Box 202
Carlton South Vic. 3053

Dear Sir/Madam

Re: Indigenous Education Action Plan 2010-2014

The Tasmanian Polytechnic's Aboriginal Training Programs unit has reviewed the Draft Indigenous Education Action Plan 2010-2014 and wish to submit the following comments;

Leadership, quality teaching and workforce development

Performance indicators

- *Number of professional development hours on Indigenous education and cultural competence training undertaken by principals and teachers.*
- *Number of Indigenous teachers and principals.*

Whilst increasing and enhancing Indigenous education and cultural competence training to Teachers and Principals, along with increasing the number of Indigenous people employed as Teachers and Principals will greatly assist the learning outcomes for Indigenous students, another key employment area that has been missed in this target is the area of Indigenous Student Support staff.

Indigenous Student Support staff provide a vital link between the four major aspects that lead to successful learning outcomes by Indigenous students which is the students themselves, staff, family and community.

National collaborative action

27. MCEECDYA will develop a National Aboriginal and Torres Strait Islander Educator Workforce Strategy to assist education providers to make progress towards an equitable ratio of Indigenous staff to students. The Strategy will support aspiring Indigenous education leaders, include initiatives to attract more Indigenous Australians into the education workforce and bureaucracies and provide pathways through the workforce. The Strategy will also help to recognise and clarify the role of Indigenous education workers and support their professional development and career aspirations.

A strategy such as this will assist education providers to determine their Indigenous employment needs and provide some much needed guidance around recruitment and ongoing support. Furthermore it will provide a much needed career pathway option for Indigenous Learners.

There has been for many years strong encouragement for Indigenous people to undertake training at Certificate level III and above, however there has been little focus on employment opportunities for these people once they successfully complete their training.

Increasing the employment opportunities for Indigenous people in the education and vocational education and training sectors will provide that much needed pathway.

Pathways to real post-school options

National collaborative action

40. MCEECDYA will request that the Ministerial Council on Tertiary Education and Employment develop a companion document to the Indigenous Education Action Plan that outlines actions to close the gap in training, university and employment outcomes. This companion document would improve links between the school sector and the training, tertiary education and employment services sectors.

The Tasmanian Polytechnic strongly supports the development of a companion document focusing on "Close the Gap" strategies, outcomes and performance indicators particularly for the post year 10 education sector.

Yours sincerely



Belinda McLennan
Chief Executive Officer