

TAFE QUEENSLAND

RECONCILIATION ACTION PLAN

SEPTEMBER 2018 – AUGUST 2020



**MAKE
GREAT
HAPPEN**





ACKNOWLEDGEMENT

We respectfully acknowledge the Traditional Owners of the lands on which TAFE Queensland operates. We recognise the continuing connection to land, waters, cultures and kin that Aboriginal and Torres Strait Islander peoples uphold. We pay our respects to Elders past and present, who give us strength, inspiration and guidance to deliver great training outcomes for all Queenslanders.

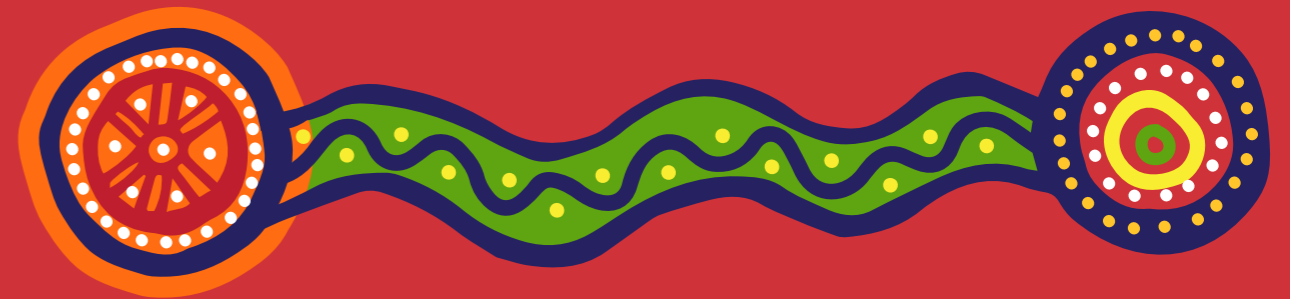




TAFE QUEENSLAND'S VISION FOR RECONCILIATION IS UNDERPINNED BY OUR MISSION: TO DELIVER QUALITY EDUCATION AND TRAINING THAT **ENABLES THE CAREERS OF OUR STUDENTS AND THE DEVELOPMENT OF THE INDUSTRIES AND **COMMUNITIES WE SERVE.****

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MESSAGE FROM THE TAFE QUEENSLAND BOARD AND EXECUTIVE

At TAFE Queensland our vision is to be the leading provider of vocational education and training that is at the heart of community success.

TAFE Queensland has a proud 135 year history of working with communities, businesses, industry and government to deliver high quality and relevant education and training. We pride ourselves on skills development that is focused on improving individuals' lives which in turn, increases the productivity of our state.

We are embedded in Queensland communities in more than 50 locations across the state delivering apprenticeship training, vocational certificates, diploma, advanced diploma and higher education bachelor degree qualifications to meet the needs of industry and ensure graduates are job-ready and leaders in their chosen careers.

We are the state's largest vocational education and training provider, delivering training to more than 122,000 students each year. Almost 8,000 of these students are from Aboriginal and Torres Strait Islander backgrounds – a result of our commitment to delivering inclusive and culturally appropriate training for all Queenslanders.

However, we know there is more that we can do. The gap in educational outcomes between Aboriginal and Torres Strait Islander people and non-Indigenous Australians remains too wide. By working with Reconciliation Australia's Reconciliation Action Plan (RAP) framework we have developed TAFE Queensland's first "innovate" RAP.

This two-year inaugural RAP contains many of the building blocks we feel will support our vision for reconciliation: one where Aboriginal and Torres Strait Islander people participate equally and equitably in all aspects of life.

Through this RAP we demonstrate our ongoing commitment to reconciliation and look forward to delivering on the many exciting initiatives and actions contained within this plan.

“THIS TWO-YEAR INAUGURAL RAP CONTAINS MANY OF THE **BUILDING BLOCKS WE FEEL WILL SUPPORT OUR VISION FOR RECONCILIATION: ONE WHERE ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE PARTICIPATE EQUALLY AND EQUITABLY IN ALL ASPECTS OF LIFE.**”



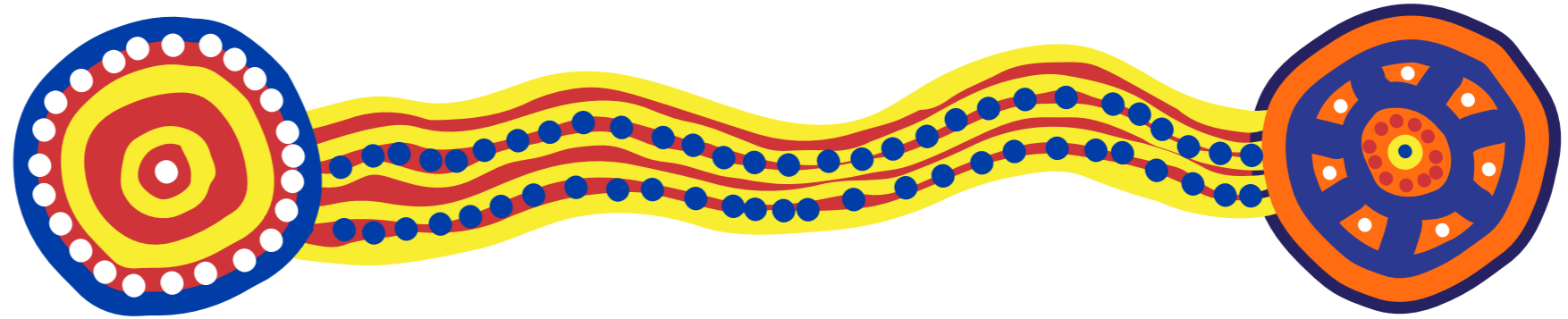
M Campbell

Mary Campbell
Chief Executive Officer
TAFE Queensland



Annabel Dolphin

Annabel Dolphin
Board Chair
TAFE Queensland



THE TAFE QUEENSLAND RECONCILIATION ACTION PLAN ARTWORK

CONNECTING KNOWLEDGE – CONNECTING CULTURES

The TAFE Queensland Reconciliation Action Plan artwork **'Connecting Knowledge – Connecting Cultures'** is about bringing Aboriginal and Torres Strait Islander and non-Indigenous cultures, understandings and knowledges together.

The artwork represents a map of Country (lands across Queensland) with TAFE at the centre. Pathways flow from different Country throughout Queensland connecting communities, connecting cultures, connecting knowledge.

Freshwater and Saltwater blend together, bringing knowledge, wisdom and culture from all over, learning two ways. TAFE Queensland is represented by the central sun symbol, freshwater and saltwater surround this symbol bringing knowledge from the six (6) regions represented by the

six circles that form the 'yarning circle'. The 'U' symbols represent people seated teaching and learning and assisting - staff, students and educators.

Woven pattern designs represent the capturing of knowledge and learning, the essence of what TAFE provides for many people across many aspects from business to trade and various industries.

The Torres Strait Islands are represented at the top of the artwork, the five symbols represent the five island regions of the Torres Strait. Patterns and symbols moving downward on the artwork represent different Country throughout Queensland - Rainforest, Desert, Coastal, freshwater and saltwater. The rectangular blocks represent urban locations and more populated regions.

Clear pathways represent accessibility to TAFE for people from all over Queensland, from urban, regional, rural and remote locations.

About the Artist

Riki Salam, Principal, Creative Director and artist of We are 27 Creative developed 'Connecting Knowledge – Connecting Cultures' for TAFE Queensland's first Reconciliation Action Plan. Riki was born and raised in Cairns on Yidinji Land in 1972 and is a member of and connected to Kala Lagaw Ya - Western Island groups (St. Pauls - Moa Island), Kuku Yalanji Peoples on his Father and Grandfather's side and a member of the Ngai Tahu people in the South Island of New Zealand on his Mother's side. Educated in both Cairns and Brisbane he has over 20 years of industry experience as a graphic designer and artist.

Riki has worked on many high-profile projects including the Qantas painted Boeing 747/800, Yananyi Dreaming, produced artworks for Telstra, Origin, Woolworths, the Healing Foundation and the Australian Human Rights Commission to name a few. Riki also designed the identity for the G20 in 2014. He works in pen, ink and brush, gouache on paper, and with acrylic paints, exploring concepts of traditional culture in a contemporary format.

To view more of Riki's artworks visit www.weare27.com.au



Ink artwork paint up phase in the creative process to create the TAFE Queensland RAP artwork before being digitally developed.
Artist Riki Salam, We are 27 Creative studio, Brisbane, Queensland.





Riki Salam creating the artwork 'Connecting Knowledge - Connecting Cultures'. Ink on paper and initial concept idea development and process.
Artist Riki Salam, We are 27 Creative studio, Brisbane, Queensland.



“IT HAS BEEN AN HONOUR TO CREATE THE RECONCILIATION ACTION PLAN ARTWORK FOR TAFE QUEENSLAND.

TAFE IN BRISBANE, AT THE OLD MORNINGSIDE CAMPUS, IS WHERE I BEGAN MY CREATIVE CAREER, 25 YEARS AGO. IT IS GREAT TO SEE SO MANY ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE ABLE TO GAIN A CAREER THROUGH TAFE.”

ABOUT US

TAFE QUEENSLAND



APPROXIMATELY
4,000
EMPLOYEES



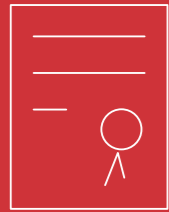
1.8%
ABORIGINAL
AND TORRES
STRAIT ISLANDER
EMPLOYEES



50
LOCATIONS
ACROSS QLD



6
REGIONS
ACROSS QLD



EDUCATION AND
TRAINING TO
122,000
STUDENTS/YEAR



8,000
ABORIGINAL AND
TORRES STRAIT
ISLANDER
STUDENTS/YEAR



87%
GRADUATES
EMPLOYED OR
FURTHER STUDY



500
PROGRAM AREAS
AND EDUCATIONAL
QUALIFICATIONS



OUR BUSINESS

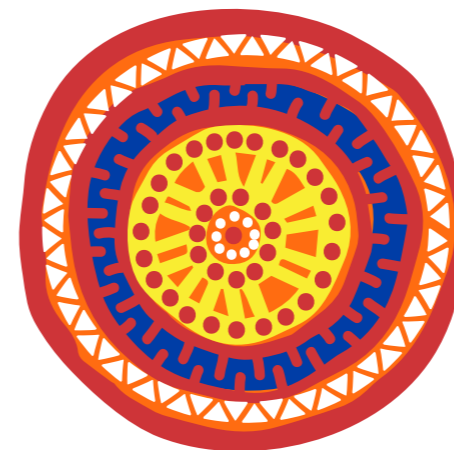
TAFE Queensland is the largest and most experienced provider of vocational education and training in the state, with a history of serving Queensland's communities for more than 135 years.

Our vision for TAFE Queensland is to be the leading provider of high quality education and training that is at the heart of community success. Our mission is to be an organisation that delivers quality education and training that enables the careers of our students and the development of the industries and communities we serve.

TAFE Queensland delivers high quality training solutions to meet the needs of students and industry regionally, across the state and around the world. Our services span foundational learning skills and entry level workforce qualifications to higher education degrees across more than 500

program areas. We provide individuals with training options at every stage of their career and, for employers, skilling solutions that respond to complex workforce needs.

TAFE Queensland serves the whole state of Queensland and employs almost 4,000 staff based throughout our network of 50 locations. We provide training through a variety of modes including face-to-face, online, or in the workforce. Our students benefit from teachers and staff who understand their cultural beliefs and learning preferences.



TAFE QUEENSLAND'S VISION FOR RECONCILIATION

At TAFE Queensland we believe that vocational education and training has a key role to play in achieving a united Australia; one where Aboriginal and Torres Strait Islander people participate equally and equitably in all aspects of life.

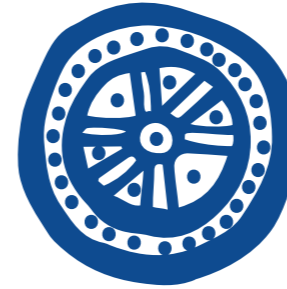
We will connect with our students, communities, industry and government agencies to provide a platform to build and grow a united learning community.

TAFE Queensland's vision for reconciliation is underpinned by our mission: to deliver quality education and training that enables the careers of our students and the development of the industries and communities we serve.



OUR CORE VALUES

Our core values support our commitment to reconciliation.



SHOWING INITIATIVE

to bring new ideas to life and respond to the learning needs of Aboriginal and Torres Strait Islander people in unique and culturally appropriate ways. Research highlights that education fosters improved attitudes toward reconciliation and furthermore, can provide more supportive learning environments to appropriately teach all Australians about Aboriginal and Torres Strait Islander histories, cultures and contributions.



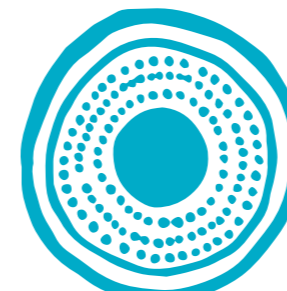
WORKING TOGETHER

as one TAFE Queensland to achieve a common goal of respect where students and staff can operate in a culturally safe environment.



FOCUSSING ON OUR CUSTOMER

to ensure TAFE Queensland remains a market leader in vocational education and is a key player in all our local communities. Through our leadership we can provide learning environments for students that contribute to closing the gap between Aboriginal and Torres Strait Islander and other Australians in education and training.



TAKING RESPONSIBILITY

to deliver on our promises to all our customers and each other. We will maintain a workplace and training environment where all Australians are valued and feel they can be true to their cultures and personal beliefs.



SAFETY FIRST

to ensure our students are trained in a culturally safe environment and our staff are trained in cultural awareness as well as workplace, health and safety practices.



TAFE QUEENSLAND'S RAP JOURNEY

TAFE Queensland delivers training to more than 122,000 students each year. Last year our students achieved 53,000 qualifications with 87% of our graduates moving into employment or on to further study. We provide training to almost 8,000 Aboriginal and Torres Strait Islander students each year. At TAFE Queensland we strive to be the training provider of choice for all Aboriginal and Torres Strait Islander Queenslanders.

Our RAP has been developed as a means of committing TAFE Queensland to the "Closing the Gap" strategy where our first Australians have the same opportunities for learning and prosperity that everyone can enjoy in Australia.

Our RAP journey was established by the TAFE Queensland Board and the plan is supported by TAFE Queensland's Executive Team. A RAP Working Group has been created with a RAP Champion (a member of the TAFE Queensland Executive Team) and includes managers,

teachers and administrative staff from each of TAFE Queensland's 6 regional areas. Aboriginal and Torres Strait Islander people are represented on the RAP Working Group.

The RAP Working Group will be responsible for the Reconciliation Action Plan. One of the early actions will be the establishment of an external Aboriginal and Torres Strait Islander Advisory Group to provide cultural advice and guidance to TAFE Queensland in all aspects of our work.

OUR KEY COMMITMENTS

THIS IS TAFE QUEENSLAND'S FIRST RECONCILIATION ACTION PLAN AND AS SUCH IT CONTAINS MANY OF THE BUILDING BLOCKS REQUIRED TO ACHIEVE OUR VISION FOR RECONCILIATION.

Over the next two years from September 2018 to September 2020, TAFE Queensland has committed to develop:

- an Aboriginal and Torres Strait Islander Advisory Group;
- a cultural learning strategy;
- a cultural protocol reference guide;
- an Aboriginal and Torres Strait Islander employment and retention strategy;
- a procurement policy;
- an education strategy.

Each of these commitments are set out in the action plan below. Once these foundations are in place, TAFE Queensland will undertake a plan to refresh and set out the next steps on its reconciliation journey.

RAP COORDINATION RAP WORKING GROUP

TAFE Queensland's RAP was initiated with the establishment of the TAFE Queensland RAP Working Group. The Working Group is comprised of a RAP Champion (a member of the TAFE Queensland Executive Team) and managers, teachers and administrative staff from each of TAFE Queensland's six regional areas. The RAP Working Group consists of Aboriginal and Torres Strait Islander and non-Indigenous staff.

MEMBERSHIP:

- **Jo Pyne** – RAP Champion and General Manager, TAFE Queensland North
- **Leanne Bell** – Portfolio Manager, Aboriginal and Torres Strait Islander Studies, TAFE Queensland North
- **Helen Mowat** – Executive Officer, TAFE Queensland North
- **Carly Forrest** – TAFE at Schools Officer, TAFE Queensland East Coast
- **Leonie Sperry** – Lead Vocational Teacher Community Services Health and Sport, TAFE Queensland East Coast
- **Brandon Thompson** – Student Services Officer, TAFE Queensland East Coast
- **Judith Shea** – Cultural Lead, TAFE Queensland East Coast
- **Jo Round** – Manager, Student Management, TAFE Queensland Gold Coast
- **Bianca Mandalios** – Communications Manager, TAFE Queensland Gold Coast
- **Glenn Barry** – Indigenous Liaison Officer and Student Support Officer, TAFE Queensland Gold Coast
- **Emma White** – Indigenous Outcomes Officer, Student Services, TAFE Queensland Skills Tech
- **Heidi Gould** – Manager, Student Services, TAFE Queensland Skills Tech
- **Pauline Mortensen** – Business Development Officer, Commercial Sales, TAFE Queensland Brisbane
- **Paula Dewis** – Acting Team Manager, Early Childhood Communication and Care, TAFE Queensland Brisbane
- **Santina Schmocker** – Campus Business Coordinator, Industry Engagement, TAFE Queensland South West
- **Sorita McGrane** – VET in Schools Manager, Pathways and Schools, TAFE Queensland South West
- **Julie Randolph-Davis** – Senior Education Consultant, TAFE Queensland English Language and Literacy
- **Ryan Arthurson** – Business Manager Primary Industries and Construction, TAFE Queensland North
- **Arlene Turner** – Teacher/LVT, TAFE Queensland North
- **Jonathan Butler-White** – Employee Relations Specialist, TAFE Queensland North

ENGAGEMENT COMMUNITY CONSULTATION

CONSULTATION WITH TAFE QUEENSLAND STAFF, STUDENTS AND THE WIDER COMMUNITY HAS TAKEN PLACE IN ORDER TO SHAPE THIS CURRENT PLAN.

A state-wide public consultation was conducted in early 2017 as well as a number of regionally-led information sessions and forums with key stakeholders.

A key component to ensure ongoing community consultation will be the creation of a TAFE Queensland Aboriginal and Torres Strait Islander Advisory Group to provide cultural support, advice and guidance to implementation of the RAP.

TWO-WAY CULTURAL LEARNING

CONNECTING COMMUNITIES, CONNECTING CULTURES, CONNECTING KNOWLEDGE.



“I HAVE FELT SO CONNECTED AND CAPABLE. TO THE ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE LOOKING FOR A STUDY PATHWAY, CHOOSE TAFE QUEENSLAND. YOU WILL BE SUPPORTED AND UNDERSTOOD AND MOST IMPORTANTLY YOU WILL BE ENCOURAGED TO BE WHO YOU ARE AND THAT YOU BELONG.”



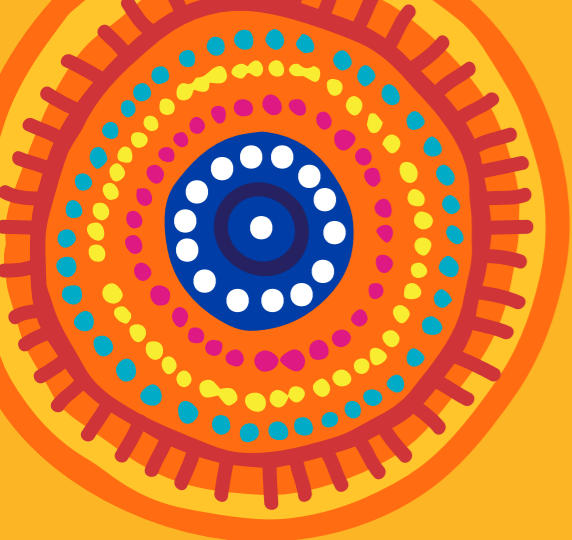
GEORGINA BAKER

More than two-decades after she left school, Georgina Baker has achieved what she thought would be an impossibility – she is the proud recipient of a Diploma of Nursing from TAFE Queensland Townsville.

As an Indigenous woman and mother, Georgina is proud to be able to set an example for her children and community, and showcase that no matter what age you are or what experiences you have had, your goals can still be achieved.

Georgina says the transition to study was made simpler due to the overwhelming sense of inclusiveness, recognition and acknowledgment offered by TAFE Queensland.

“IT’S A DEADLY PLACE TO BE EDUCATED”



“WE’VE INVITED LOCAL ABORIGINAL DANCERS TO DANCE WITH OUR CLASSES; CHILDREN PAINT WITH ABORIGINAL ARTISTS; AND A LOCAL ABORIGINAL LANGUAGE COORDINATOR HAS TAUGHT EVERYONE TRADITIONAL ABORIGINAL GREETINGS... WE EVEN LEARNED HOW TO SING ENGLISH SONGS LIKE HEADS, SHOULDERS, KNEES AND TOES IN OUR TRADITIONAL LANGUAGE.”

KIMBERLEY APPO

Kimberley Appo is a proud young Aboriginal woman who is bridging her Gooreng Gooreng family knowledge, spirituality and wisdom into the early childhood classroom.

Kimberley’s love of children developed from a young age after growing up, living and learning in a big family. At 19, Kimberley followed her heart and found a pathway into early childhood education and care, studying a Certificate III in Children’s Services at TAFE Queensland Bundaberg campus.

“At TAFE Queensland, I gained valuable knowledge and skills and learned how to program for a child’s needs. Working with children really keeps you on your toes.” Kimberley progressed her education, completing a Diploma of Early Childhood Education and Care. She is now implementing Aboriginal perspectives and involving Aboriginal people in classroom experiences to educate young children about relationships, respect and cultural diversity as a childcare educator in Brisbane.

By sharing her family’s history, identity and experiences with both children and other childcare educators in the community, Kimberley hopes to break down barriers and promote appreciation of Aboriginal cultures, histories and achievements into early childhood education to secure a successful future for all children.





“A PLACE OF
**FRIENDSHIP
AND LEARNING**”

OUR RAP COMMITMENTS

By working with Reconciliation Australia's RAP framework we have developed TAFE Queensland's first "Innovate" RAP.



RELATIONSHIPS



RESPECT



OPPORTUNITIES

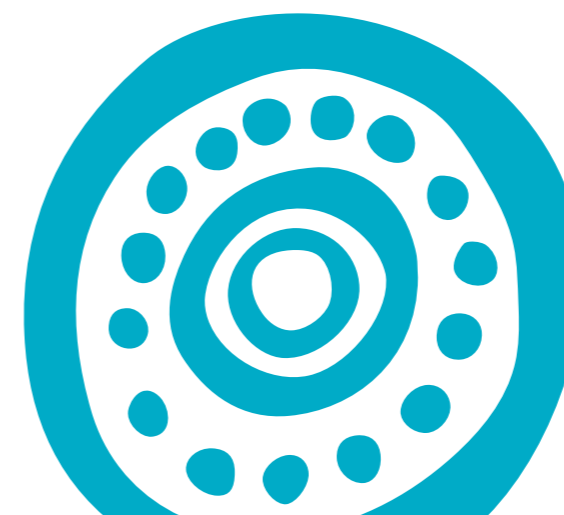
RELATIONSHIPS

TAFE QUEENSLAND IS COMMITTED TO BUILDING STRONG AND SUSTAINABLE RELATIONSHIPS WITH ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE.

Our aim is to position TAFE Queensland as the training provider of choice for Aboriginal and Torres Strait Islander students and the employer of choice for people with diverse backgrounds. Our vision is to advance equal and equitable social and economic opportunities for Aboriginal and Torres Strait Islander people in Queensland.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
MONITORING OUR PROGRESS	The RAP Working Group , through its terms of reference will oversee the development, endorsement and launch of the RAP.	September 2018	Executive RAP Champion
1. Actively monitor RAP development and implementation of actions, tracking of progress and reporting.	Ensure Aboriginal and Torres Strait Islander peoples are represented on the RWG.	October 2018	RAP Working Group
	The RAP Working Group will meet at least four times a year to track, monitor and report on RAP implementation.	December 2018 March 2019 & 2020 June 2019 & 2020 September 2019 & 2020 December 2019	Executive RAP Champion
	Ensure progress on the development and implementation of each key RAP deliverable.	December 2018 March 2019 & 2020 June 2019 & 2020 September 2019 & 2020 December 2019	RAP Working Group TQN Lead
	Establish an external Aboriginal and Torres Strait Islander RAP Advisory Group to provide cultural advice, support and guidance to the RAP's implementation.	July 2019	Executive RAP Champion
PROMOTING RECONCILIATION	Each TAFE Queensland region to organise at least one internal event to acknowledge National Reconciliation Week.	May–June 2019 May–June 2020	RAP Working Group TQEC Lead
2. Celebrate and participate in National Reconciliation Week (NRW) by providing opportunities to build and maintain relationships between Aboriginal and Torres Strait Islander peoples and other Australians.	Register our NRW events via Reconciliation Australia's NRW website.	May 2019 May 2020	RAP Working Group TQEC Lead
	TAFE Queensland to provide marketing collateral for internal NRW events.	April 2019 April 2020	RAP Project Lead – Marketing
	Ensure our RAP Working Group participates in an external event to recognise and celebrate NRW.	May–June 2019 May–June 2020	RAP Working Group TQEC Lead
	Encourage staff to participate in external events to celebrate and recognise NRW.	May–June 2019 May–June 2020	RAP Working Group TQEC Lead
	Each region to develop a database of local Aboriginal and Torres Strait Islander people who staff could invite to share their reconciliation experiences or stories with students.	July 2019	RAP Project Lead – Culture
	Ensure NRW resources are made available on SPOT and Connect.	May–June 2019 May–June 2020	Executive RAP Champion

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
ENGAGING WITH STAFF AND THE COMMUNITY	Develop engagement strategies for all staff with our Aboriginal and Torres Strait Islander stakeholders as part of the TAFE Queensland Strategic Plan.	July 2019	RAP Working Group TQEC Lead
3. Develop respectful relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations and work collaboratively to deliver positive outcomes in all aspects of training.	Professional development opportunities for educators will be developed to ensure the cultural safety of students enrolled in our programs.	January 2019 January 2020	Chief Academic Officer
	Provide scheduled opportunities for staff to attend on-campus meetings with local Elders and community members to provide opportunities to learn through story-telling.	July 2019 & 2020 December 2019 & 2020	RAP Working Group TQEC Lead
	Meet with local Aboriginal and Torres Strait Islander organisations to develop guiding principles for future engagement.	July 2019	RAP Working Group TQGC Lead
4. Raise internal and external awareness of our RAP to promote reconciliation across our business and sector.	Develop an internal communications and marketing plan to promote the RAP across TAFE Queensland which will include a launch of the RAP with staff at each region.	September –December 2018	Director – Brand and Communication
	Launch the RAP within each region with external stakeholders and local community leaders.	October 2018– March 2019	Executive RAP Champion
	Promote reconciliation through ongoing active engagement with all stakeholders.	October 2018 –September 2020	RAP Working Group TQN Lead



MONITORING OUR PROGRESS
PROMOTING RECONCILIATION
ENGAGING WITH STAFF
AND THE COMMUNITY



“TAFE QUEENSLAND IS ABOUT **CONNECTING WITH STUDENTS AND COMMUNITIES** TO BUILD NECESSARY SKILLS SO THAT ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE CAN **PARTICIPATE EQUALLY** AND IN ALL ASPECTS OF AUSTRALIAN LIFE”.

MARK WATEGO

As a father of seven, Mark Watego, a well known member of the Yugambah language group, found it hard to find the time and money to follow his dreams and further his studies.

Mark applied for a TAFE Queensland scholarship which allowed him the opportunity to complete a formal qualification in Health and Community Services at its Southport Campus on the Gold Coast.

As a Diploma of Community Services graduate, he now provides mental health first aid to remote Aboriginal and Torres Strait Islander communities.

Mark believes that his success with receiving a scholarship that enabled him to pursue his studies and now move forward with his career is a reflection of TAFE Queensland’s vision for reconciliation.

“BE A GOOD
ROLE
MODEL
FOR YOUR
CHILDREN”

RESPECT

TAFE QUEENSLAND PROUDLY RESPECTS ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE AND THEIR CULTURE AND HISTORY.

We demonstrate this through building culturally safe learning environments that acknowledge traditional ownership and connection of First Nations people to Country. We take pride in celebrating Aboriginal and Torres Strait Islander history, culture and achievements.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
BUILDING AWARENESS			
1. Engage employees in cultural learning to increase understanding of Aboriginal and Torres Strait Islander cultures, perspectives and histories.	Design, develop and implement an inclusive cultural learning strategy which defines cultural learning needs of employees in all areas of our business and considers the various ways in which cultural learning may be provided (online, face to face workshops or cultural immersion).	December 2019	RAP Project Lead – Cultural Learning Director – People, Culture and Change
	Provide opportunities for RWG members, RAP champions, HR managers and other key leadership staff to participate in cultural training.	October 2018 – September 2020	Director – People, Culture and Change
	Investigate opportunities to work with local Traditional Owners and/or Aboriginal and Torres Strait Islanders to develop and implement cultural awareness training in our locations of operation.	December 2019	RAP Project Lead – Cultural Learning
	Engage employees in cultural learning to increase understanding of Aboriginal and Torres Strait Islander cultures, perspectives and histories.	October 2018 – September 2020	RAP Project Lead – Cultural Learning
RESPECTING PROTOCOL			
2. Embed Aboriginal and Torres Strait Islander cultural protocols into all aspects of TAFE Queensland's operations.	Develop, implement and communicate a cultural protocol reference guide for Welcome to Country and Acknowledgement of Country including a policy to advise on engaging and paying Welcome to Country speakers which demonstrates respect of people's time and livelihood.	January 2019	RAP Project Lead – Cultural Protocols
	Develop a local community resource bank accessible by all staff, which contains connections and contacts, and includes cultural protocols for appropriate engagement.	March 2019	RAP Project Lead – Cultural Protocols
	<ul style="list-style-type: none"> Develop a list of key contacts for organising a Welcome to Country and maintaining respectful partnerships. Invite a Traditional Owner to provide a Welcome to Country at significant events, including TAFE Queensland Orientation Days and Graduation events. Encourage staff to include an Acknowledgement of Country at the commencement of meetings. 	November 2019 – September 2020	Executive RAP Champion
	Visibly demonstrate respect for Aboriginal and Torres Strait Islander peoples and cultures through: <ul style="list-style-type: none"> flying the Australian, Aboriginal and Torres Strait Islander flags at our campuses. including acknowledgements at our main campus entrances, on corporate marketing materials, staff email signature blocks and on our website. 	December 2019	Executive RAP Champion
	Critically evaluate how Aboriginal and Torres Strait Islander peoples and cultures are represented within TAFE Queensland's teaching and learning resources.	December 2019	Chief Academic Officer

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
RESPECTING PROTOCOL			
2. Embed Aboriginal and Torres Strait Islander cultural protocols into all aspects of TAFE Queensland's operations.	Ensure TAFE Queensland Marketing Guidelines include information about cultural protocols around the use of images, artwork and wording when referring to First Nations peoples.	December 2019	RAP Project Lead – Marketing
CELEBRATING CULTURE			
3. Support opportunities for all staff to engage with culture and communities by celebrating NAIDOC Week.	Each region to host or participate in at least one NAIDOC event each year.	July 2019 & 2020	RAP Project Lead – Marketing
	Register our NAIDOC events via Reconciliation Australia and NAIDOC websites.	July 2019 & 2020	RAP Project Lead – Marketing
	Provide opportunities for all Aboriginal and Torres Strait Islander staff to participate with their cultures and communities during NAIDOC Week.	July 2019 & 2020	RAP Project Lead – Employment
	Staff will be given the opportunity to participate in a NAIDOC week planning committee.	July 2019 & 2020	Director – People, Culture and Change
	Ensure NAIDOC activities and resources are made available on staff intranet and learning sites for students.	July 2019 & 2020	Chief Academic Officer
4. Consider additional regional actions to promote understanding of Aboriginal and Torres Strait Islander culture.	Each region to consider additional actions to build respect for local Aboriginal and Torres Strait Islander people and their culture.	December 2019	RAP Working Group TQN Lead
5. Consider additional regional actions to enhance connections, engagement and reconciliation with Aboriginal and Torres Strait Islander people and communities.	Celebrate student and staff success stories all year round using a range of media.	October 2018 – September 2020	RAP Working Group TQB Lead Director – Brand and Communication



BUILDING AWARENESS
RESPECTING PROTOCOL
CELEBRATING CULTURE

OPPORTUNITIES

TAFE QUEENSLAND WILL CHAMPION RELATIONSHIPS WITH BUSINESS, STUDENTS AND INDUSTRY TO MAXIMISE EMPLOYMENT OPPORTUNITIES FOR ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE.

TAFE Queensland will advocate for Aboriginal and Torres Strait Islander people in all aspects of policy development relating to employment and skills.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
EMPLOYMENT OPPORTUNITIES			
1. Investigate opportunities to improve and increase Aboriginal and Torres Strait Islander employment outcomes within our workplace.	Appoint an Indigenous Employment Coordinator to develop an Aboriginal and Torres Strait Islander employment and retention strategy which makes TAFE Queensland an employer of choice.	July 2019	Executive RAP Champion
	Provide innovative and clever employment programs to encourage opportunities for Aboriginal and Torres Strait Islander people.	July 2019	RAP Project Lead – Employment
	Collect information on our current Aboriginal and Torres Strait Islander staff to inform future employment opportunities.	September 2019	Director – People, Capability and Culture
	Identify roles that should be filled by Aboriginal and Torres Strait Islander people.	July 2019	RAP Project Lead – Employment
	Set clear targets for all levels within TAFE Queensland.	March 2020	Executive RAP Champion
	Engage with existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development.	June 2019	Executive RAP Champion RAP Project Lead – Employment
	Review human resource procedures and policies to ensure they are inclusive of Aboriginal and Torres Strait Islander employees and future applicants participating in our workplace.	December 2019	RAP Project Lead – Employment
	Advertise all vacancies in Aboriginal and Torres Strait Islander media.	June 2019	RAP Project Lead – Employment
Provide entry pathways such as traineeships.	January 2020	Executive RAP Champion	
BUSINESS OPPORTUNITIES			
2. Investigate opportunities to incorporate Aboriginal and Torres Strait Islander supplier diversity within our organisation.	Review procurement policies and procedures to encourage Aboriginal and Torres Strait Islander businesses as preferred suppliers of goods and services.	June 2019	RAP Project Lead - Procurement
	Register with Supply Nation to connect with Aboriginal and Torres Strait Islander businesses.	June 2019	RAP Project Lead – Procurement
	Develop at least one commercial relationship with an Aboriginal and/or Torres Strait Islander owned business.	March 2019	RAP Project Lead – Procurement

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
BUSINESS OPPORTUNITIES			
2. Investigate opportunities to incorporate Aboriginal and Torres Strait Islander supplier diversity within our organisation.	Aim to become a preferred supplier of training to Aboriginal and Torres Strait Islander businesses and community organisations across Queensland.	December 2019	RAP Working Group TQN Lead
	Develop TAFE Queensland's procurement policy so that the dollars spent with Aboriginal and Torres Strait Islander businesses increases each year in line with the 2022 target set out in the Queensland Indigenous (Aboriginal and Torres Strait Islander) Procurement Policy.	December 2019	Chief Financial Officer
	Develop and communicate to all staff a database of Aboriginal and Torres Strait Islander businesses including local, traditional community suppliers and artists that can be used in the ongoing procurement of goods and services.	October 2019	RAP Project Lead – Procurement
TRAINING OPPORTUNITIES			
3. Opportunities for Aboriginal and Torres Strait Islander students, communities, businesses and industries.	Ensure TAFE Queensland education strategies and policies include our focus on the importance of reconciliation and Aboriginal and Torres Strait Islander histories, cultures and contributions.	December 2019	Chief Academic Officer
	All regions to appoint an Indigenous Outcomes Officer to support employment outcomes for Aboriginal and Torres Strait Islander students.	July 2019	Executive RAP Champion
	Develop relationships with Reconciliation Australia's RAP partners and aim to become a preferred supplier of training to organisations who actively support reconciliation.	January 2019	RAP Project Lead – Education
	Create and establish new vocational pathway programs to attract Aboriginal and Torres Strait Islander people.	June 2020	RAP Project Lead – Education
	4. Support and advocacy for Aboriginal and Torres Strait Islander peoples in all aspects of vocational education and training.	Lobby for policy development that will assist in reducing the current gap that exists between our First Nations people and other Australians in the areas of education, training and employment.	September 2020
	Advocate for our Aboriginal and Torres Strait Islander graduates in industry and employment.	September 2020	Executive RAP Champion



**CHAMPION RELATIONSHIPS
MAXIMISE OPPORTUNITIES**

GOVERNANCE, TRACKING PROGRESS AND REPORTING

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1. Report RAP achievements, challenges and learnings to Reconciliation Australia.	Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually.	March 2019 March 2020	Executive RAP Champion
	Investigate participating in the RAP Barometer	November 2018 March 2019	Executive RAP Champion
2. Report RAP achievements, challenges and learnings internally and externally.	Publically report our RAP achievements, challenges and learnings.	March 2019 and 2020	Executive RAP Champion
3. Review, refresh and update RAP	Liaise with Reconciliation Australia to develop a new RAP based on learnings, challenges and achievements.	December 2019	Executive RAP Champion
	Submit a draft RAP to Reconciliation Australia for formal endorsement.	May 2020	Executive RAP Champion

CONTACT DETAILS

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“LONG TERM
OPPORTUNITIES
AVAILABLE”



DAWN MICKELO

Dawn Mickelo is a proud Aboriginal woman of the Gubbi Gubbi people. Her family originates from Fraser Island to Caboolture. Dawn is passionate about land conservation.

Dawn studied with TAFE Queensland Caboolture Campus to improve her writing and digital skills through the Skills for Education and Employment program.* She credits her teachers as being positive, strong, female role models.

After her studies at TAFE, Dawn has been working for the past two years with Barung Landcare on the Sunshine Coast Hinterland as a bush regenerator. Dawn's current goal is to achieve her Diploma in Conservation and Land Management.

* The Skills for Education and Employment (SEE) program is funded by the Australian Government Department of Education and Training.

“YOU FEEL REALLY SAFE AND COMFORTABLE AT TAFE; AND YOU DEFINITELY ARE SUPPORTED. I WOULD RECOMMEND TAFE TO ANYONE WHO THINKS THEY NEED HELP TO GET A JOB.”



“BE A GOOD ROLE MODEL FOR YOUR CHILDREN”

SIMON NAAWI

Having left his tropical island home to complete his high school studies in a Cairns boarding school, 837 kilometres away, Simon Naawi returned to Masig Island after graduation with the aim of undertaking further studies in business and management.

He got the ball rolling by enrolling in a Diploma of Business and a Diploma of Management with TAFE Queensland, which he completed via residential block studies.

“I received continuous support from my teachers and class mates; we all became really close, like a big family of likeminded people.”

And now Simon is preparing for his next step; completing a Bachelor of Business and Management at James Cook University.

“I never really thought that I was ever going to study at a university level, but about halfway through my course at TAFE Queensland I realised that I really wanted to continue learning,” he said.

“I’ve been able to gain credit toward my bachelor because of my studies at TAFE. The whole process has been pretty straightforward.”

As well as gaining invaluable business knowledge, Simon believes his studies have also strengthened his resolve to help others in his community to access education.

“I’ve made it my business to go back and provide mentoring support to new students,” he said.

“It’s made me feel good to give back knowing that I was once in a similar situation to them.”

“I truly believe that in order to achieve your goals, you need to take a step out of your comfort zone and chase your dreams.”

It’s a message Simon Naawi is now planting within his community.

SIMON NAAWI MAKES IT HIS BUSINESS TO INSPIRE OTHERS. THE 25-YEAR-OLD TORRES STRAIT ISLANDER MAN, WHO WAS BORN AND RAISED ON THE TINY CORAL CAY MASIG ISLAND, IS PASSIONATE ABOUT HELPING OTHERS FOLLOW IN HIS FOOTSTEPS TO HIGHER EDUCATION.





“WE DEMONSTRATE OUR
ONGOING **COMMITMENT**
TO RECONCILIATION
AND **DELIVERING** ON THE
INITIATIVES AND ACTIONS.”