

INNOVATE RECONCILIATION ACTION PLAN

November 2021-November 2023



RECONCILIATION
ACTION PLAN
INNOVATE

MAKE
GREAT
HAPPEN



Acknowledgement of Country

TAFE Queensland acknowledge the Traditional Custodians of Country throughout Australia and respect the continuing connection to land, waters, cultures and family that Aboriginal and Torres Strait Islander peoples uphold.

We pay respect to Elders past, present and future. We recognise that teaching and learning has taken place on country for over 60,000 years and two-way learning is an important part of our reconciliation journey.

Aboriginal and Torres Strait Islander peoples should be aware that this publication may contain images or names of people who have since passed away.



Artwork elements from TAFE Queensland's Reconciliation Action Plan artwork 'Connecting Knowledge – Connecting Cultures' by Riki Salam, We are 27 Creative.



No part of this publication may be reproduced by any process without prior written permission from TAFE Queensland.

Address: Yuggera and Turrbal country
1030 Cavendish Road, Mt Gravatt Qld 4122

Email: TAFE.communication@tafeqld.edu.au

Telephone: 1300 308 233

www.tafeqld.edu.au

TABLE OF CONTENTS

Acknowledgement	1
Contents	2
Reconciliation Australia's CEO Message	3
TAFE Queensland's CEO and Board Message	4
Campus Map	5
Our Business	6
Our RAP Vision	8
Our RAP Journey	9
Our Core Values	10
Our Key Commitments	11-15
• Relationships	
• Respect	
• Opportunities	
Governance, Tracking Progress and Reporting	16
Artwork and Artist	17-18
Our Working Group and Advisory Group	19-20
Uluru Statement from the Heart	22

RECONCILIATION AUSTRALIA'S CEO STATEMENT

Reconciliation Australia commends TAFE Queensland on the formal endorsement of its second, Innovate Reconciliation Action Plan (RAP).

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

With over 2.3 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. TAFE Queensland continues to be part of a strong network of more than 1,100 corporate, government, and not-for-profit organisations that have taken goodwill and transformed it into action.

The four RAP types — Reflect, Innovate, Stretch and Elevate — allow RAP partners to continuously strengthen reconciliation commitments and constantly strive to apply learnings in new ways.

An Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build the strong foundations and relationships that ensure sustainable, thoughtful, and impactful RAP outcomes into the future.

An integral part of building these foundations is reflecting on and cataloguing the successes and challenges of previous RAPs. Learnings gained through effort and

innovation are invaluable resources that TAFE Queensland will continuously draw upon to create RAP commitments rooted in experience and maturity.

These learnings extend to TAFE Queensland using the lens of reconciliation to better understand its core business, sphere of influence, and diverse community of staff and stakeholders.

The RAP program's emphasis on relationships, respect, and opportunities gives organisations a framework from which to foster connections with Aboriginal and Torres Strait Islander peoples rooted in mutual collaboration and trust.

This Innovate RAP is an opportunity for TAFE Queensland to strengthen these relationships, gain crucial experience, and nurture connections that will become the lifeblood of its future RAP commitments. By enabling and empowering staff to contribute to this process, TAFE Queensland will ensure shared and cooperative success in the long-term.

Gaining experience and reflecting on pertinent learnings will ensure the sustainability of TAFE Queensland's future RAPs and reconciliation initiatives, providing meaningful impact toward Australia's reconciliation journey.

Congratulations TAFE Queensland on your second Innovate RAP and I look forward to following your ongoing reconciliation journey.



Karen Mundine
Chief Executive Officer
Reconciliation Australia

MESSAGE FROM THE TAFE QUEENSLAND BOARD AND EXECUTIVE

TAFE Queensland is embedded in more than 50 communities across Queensland. We recognise that our campuses sit on Aboriginal land and acknowledge the Traditional Custodians where each of our campuses are located.

TAFE Queensland plays an important role in improving the quality of life for Aboriginal and Torres Strait Islander peoples. We are committed to progressing our journey of reconciliation and pledge our accountability through the activation of our second Innovate Reconciliation Action Plan.

We acknowledge that this plan is still only the start of our journey towards supporting reconciliation, healing and respect for all Australians, and we will need to work tirelessly to ensure its success.

As we move forward, we are focused on embedding new strategies that promote our commitment to reconciliation, as well as refining the work we have already completed and ensuring we have tools to measure our progress and results.

As a training organisation and with continued commitment to reconciliation, this plan will assist us to develop mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples to address inequities that currently exist in the areas of education, employment and economic prosperity. We are an influencing body and will use our status to produce graduates who understand the true history of our country and who value a reconciled nation.

We thank our communities and our RAP Advisory Group for supporting and guiding us during the development and implementation of this plan.



A handwritten signature in black ink that reads "Mary Campbell".

Mary Campbell
Chief Executive Officer
TAFE Queensland



A handwritten signature in black ink that reads "Jane Seawright".

Jane Seawright
Board Chairperson
TAFE Queensland



CAMPUS AND TRAINING DELIVERY LOCATIONS



To find more information about traditional place names and languages, check the AIATSIS website, Aboriginal and Torres Strait Islander Land Councils, or Cultural Centres in your local area.



OUR BUSINESS

TAFE Queensland is the largest and most experienced training provider in Queensland. Our vision is to be the leading provider of vocational education and training that is at the heart of community success.

No other training provider can match TAFE Queensland for our scale and location options. For more than 138 years, we have been delivering practical and industry-relevant training to give Queenslanders the skills and experience they need to build rewarding careers.

As the state's leading Vocational Education and Training (VET) provider, we are embedded in 50 metro, regional and remote communities across Queensland. From the Torres Strait in the north, down to Coolangatta in the south east, and as far west as Mount Isa – a training solution is never far away.

Our delivery of training spans foundational learning skills and entry level workforce qualifications to higher education degrees across more than 550 program areas.

TAFE Queensland is proud to offer a culturally safe learning environment for Aboriginal and Torres Strait Islander peoples to study and work. More than 4,000 staff enable us to deliver high quality and innovative training solutions to meet the needs of more than 114,000 students and industry regionally, across the state and around the world. Approximately 2% of our employees identify as Aboriginal and/or Torres Strait Islander.

Almost 6,000 students who identify as Aboriginal or Torres Strait Islander trust TAFE Queensland with their education every year.

TAFE Queensland recognises it has an important role to play in Australia's reconciliation journey. We are uniquely positioned to positively influence the people we employ, but also the industries and employers we engage with, our current students, their families and their future employers.



Staff testimonial

“What reconciliation means to me?”

DENISE O'BRIEN

General Manager International

I consider myself fortunate to be able to work with and for people: people who vary in age, ability, language, heritage and culture and as such have a genuine respect and enjoyment of diversity. I have worked with youth at risk, vulnerable adults, prisoners and adults in multicultural and general settings in Australia and across the Pacific.

I have worked directly with Indigenous groups and individuals at several 'institutions' in the past. I have learned so much and have so much more to learn – some of this learning has been hard!

As we enter an era of so much disruption and pain around the world and here at home,

a light has shone on entrenched racism. I am optimistic that many non-Indigenous Australians are open to change and reconciliation – a change that can be truly led by Aboriginal and Torres Strait Islander peoples. At a simple level, to reconcile means to 'restore friendly relations'. This has not and will not be easy to do – it is not simple. There is so much wrong to be righted. However, for me, as a non-Indigenous person it starts with truth telling, learning, with self-examination, with recognition, with humility and preparedness to have more of those uncomfortable lessons. We all have so much to be proud of as we live amongst Australia's First Peoples – the oldest continuous living civilisation in the world. How lucky are we!

OUR RAP VISION

TAFE Queensland's vision for a reconciled Australia acknowledges the truth of our history along with the ongoing impacts of colonisation on Aboriginal and Torres Strait Islander peoples. TAFE Queensland seeks to achieve positive training and employment outcomes for First Nations peoples through demonstrating genuine pride in the cultural identity and contributions of Aboriginal and Torres Strait Islander peoples as the oldest living culture on Earth.

TAFE Queensland will commit to promoting reconciliation through building relationships based on mutual respect whilst also creating culturally safe environments which are free from racism, discrimination and exclusion.

We recognise the unique learning opportunities offered by Indigenous knowledge and share responsibility in actively promoting equality and equity and cultural safety within our organisation and across the communities and industries we serve.



OUR RAP JOURNEY

At TAFE Queensland we strive to be the training provider of choice for Aboriginal and Torres Strait Islander peoples. We know that quality training developed in consultation with First Nations people will provide increased opportunities for learning and prosperity. Employment provides financial stability and confidence which in turn improves our general standard of living.

As the established vocational education and training provider in regional and remote Aboriginal and Torres Strait Islander communities, we have an obligation – and desire – to positively impact and help generate self-determination for the people we serve.

We began our RAP journey in 2018 with the implementation of our first Innovate Reconciliation Action Plan. Our RAP has been developed in alignment with our organisational core values and strategic plan.

Our RAP is championed by TAFE Queensland's Chief Academic Officer Jo Pyne, and led by Aboriginal and Torres Strait Islander Programs Manager Leanne Bell. A dedicated group of more than 25 staff members from across the state (both Aboriginal and Torres Strait Islander and non-Indigenous) form our RAP Working Group. We have also welcomed an eight-member external Advisory Group who have provided valuable cultural support and guidance during the development phase of this RAP. The RAP Advisory Group includes representatives from across Queensland who bring extensive experience from a range of industries.

With support from the TAFE Queensland Board and Executives, and the commitment from our RAP Working and Advisory Groups, strategies outlined in our inaugural plan have now been developed and continue to be implemented, improved and measured.

Some of the key achievements of the inaugural RAP Working Group include development of the following documents:

1. Cultural Protocols Guide available for all staff to access on the internal TAFE Queensland SPOT page.
2. Cultural Learning Strategy including the implementation of regular Cultural Competency Training for staff. Staff can access online and face-to-face training. Information about the Reconciliation Action Plan is included in TAFE Queensland's onboarding training sessions for new staff.
3. Aboriginal and Torres Strait Islander Procurement Policy, including registration with Supply Nation. TAFE Queensland staff are encouraged to engage businesses endorsed by Supply Nation or Black Business Finder. Spending with Aboriginal and Torres Strait Islander businesses is also now being tracked.
4. Aboriginal and Torres Strait Islander Education Strategy which outlines goals and measurements to improve the attraction, retention and completion rates for Aboriginal and Torres Strait Islander students.
5. Aboriginal and Torres Strait Islander Employment and Retention Strategy. This strategy includes goals and measurements to attract and retain Aboriginal and Torres Strait Islander staff across all levels of TAFE Queensland.

In our new RAP, TAFE Queensland commits to implement and continuously improve these strategies as we continue moving towards our vision for reconciliation.

OUR CORE VALUES

Our core values support our commitment to Reconciliation.



SHOWING INITIATIVE



WORKING TOGETHER



FOCUSING ON OUR CUSTOMER



TAKING RESPONSIBILITY



SAFETY FIRST

Staff testimonial

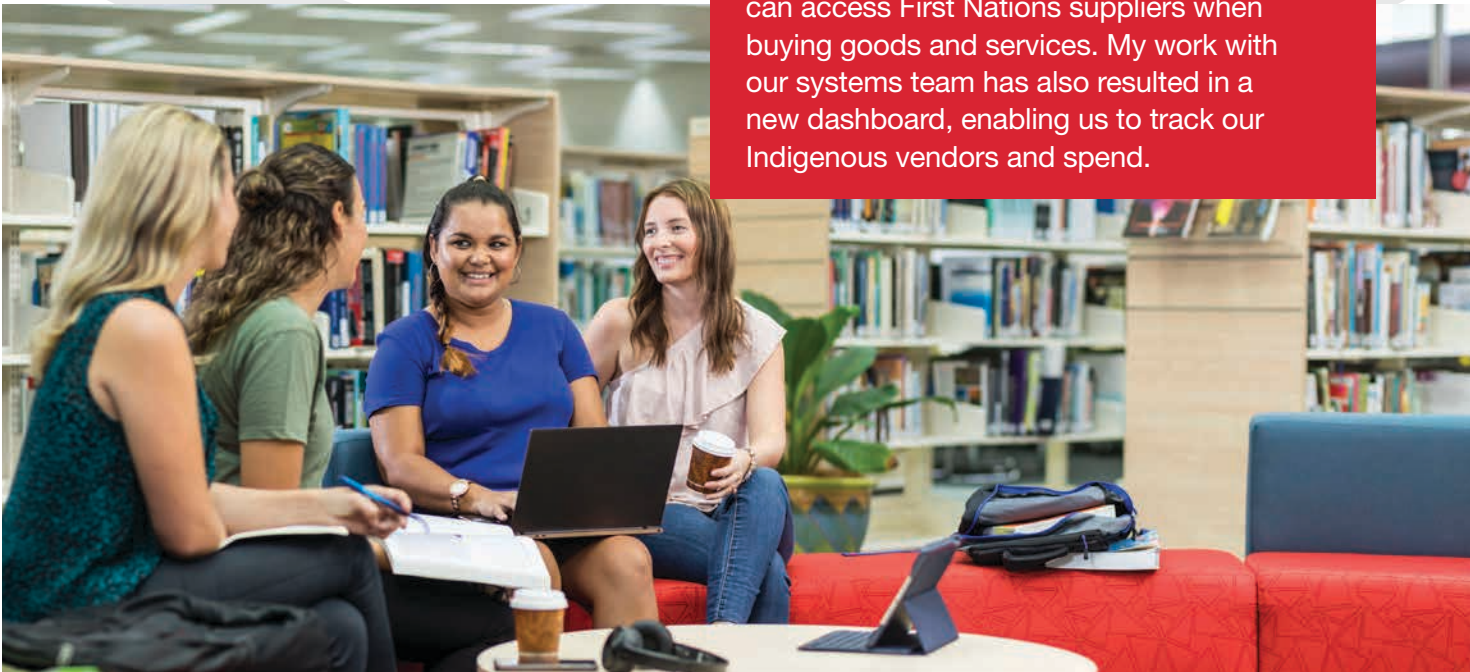
“What reconciliation means to me?”

ROBYN ALLEN

Manager Procurement and Purchasing

Reconciliation for me means inclusion – that as a person, a Procurement Manager, and a TAFE Queensland employee, I (and my team) develop strong relationships with Aboriginal and Torres Strait Islander peoples throughout Queensland, and I create opportunities to embed Indigenous suppliers into our everyday purchasing processes when buying goods and services for TAFE Queensland. I value our ability as an organisation to be inclusive – with staffing, students, partners and suppliers.

In terms of my RAP role, I have the privilege of being the RAP Project Lead for Procurement, and part of the Committee for the previous RAP, as well as the new one! I have successfully incorporated a RAP deliverable into our new Procurement Policy, as well as registering with Supply Nation to ensure all procurement and purchasing can access First Nations suppliers when buying goods and services. My work with our systems team has also resulted in a new dashboard, enabling us to track our Indigenous vendors and spend.



OUR KEY COMMITMENTS

Over the next two years from November 2021 to November 2023, TAFE Queensland is committed to developing, implementing and improving the following new and ongoing RAP commitments:

RELATIONSHIPS

- Aboriginal and Torres Strait Islander Community Database
- Aboriginal and Torres Strait Islander Community Engagement Strategy
- Hosting of events to showcase success of Aboriginal and Torres Strait Islander students
- Anti-Discrimination / Anti-Racism Toolkit

RESPECT

- First Nations Cultural Capability Framework
- TAFE Queensland Policy for Acknowledgement of Country and Welcome to Country
- Aboriginal and Torres Strait Islander Intellectual Property Guiding Principles
- Aboriginal and Torres Strait Islander Cultural Protocols Guide
- Staff Reconciliation Award

OPPORTUNITIES

- Aboriginal and Torres Strait Islander Employment Strategy
- Aboriginal and Torres Strait Islander Education Strategy
- Indigenous Procurement Policy
- TAFE Queensland Scholarships for First Nations students

GOVERNANCE

- TAFE Queensland Reconciliation Action Plan Working Group
- External TAFE Queensland Aboriginal and Torres Strait Islander RAP Advisory Group
- RAP Implementation Committees
- Implementation Plans

.....

“I am proud to be given the chance to play a role in guiding First Nations students to learn about their culture and help them develop a feeling of belonging and self-worth. I also enjoy the opportunity to help non-Indigenous people become more familiar with Australian First Nations culture which leads to understanding and respect.”

– Cholena Hughes

“What reconciliation means to me?”

.....

CHOLENA HUGHES

Teacher

I am a proud Australian First Nations woman, descendant of Koa Country, raised on Kabi-Kabi/Gubbi-Gubbi Country now living on Jinibara Country. As a teacher I am honoured to be able to provide students with the space to come together and build bigger stronger

connections, build relationships with like-minded people, and explore ideas through art, which is such an intrinsic part of culture. This year I am in a new role as Indigenous Student Support Officer and I'm grateful for the opportunity to connect with and support TAFE Queensland students. I believe sharing knowledge and skills is a strong pathway to reconciliation.



RELATIONSHIPS

Relationships are critical to achieving reconciliation. TAFE Queensland is committed to building strong and sustainable mutually beneficial partnerships with Aboriginal and Torres Strait Islander peoples, communities and organisations. TAFE Queensland will engage with our local First Nations communities to ensure we understand the needs and support the aspirations of Aboriginal and Torres Strait Islander peoples, helping to build a culturally safe place of work and learning for all students and staff.

Our aim is to position TAFE Queensland as the training provider and employer of choice for Aboriginal and Torres Strait Islander peoples where students and employees study and work together in an environment built on trust and respect.

Action	Deliverable	Timeline	Responsibility
1. Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations.	Develop a database of key Aboriginal and Torres Strait Islander organisations, Traditional Custodians and community for each campus.	March 2022	Executive Director, Business Development
	Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	June 2022	Executive Director, Business Development
	Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	December 2021	Executive Director, Business Development
	Each region to host an on-campus event that will showcase the success of local Aboriginal and Torres Strait Islander students and staff. Invite key industry clients, stakeholders and Traditional Custodians.	June 2022, 2023	Regional Marketing Managers
	Continue to engage with Reconciliation Queensland and promote their professional development opportunities and information sessions to both students and staff.	November 2021	RAP Lead
2. Build relationships through celebrating National Reconciliation Week (NRW).	Encourage and support staff and senior leaders to participate in at least one event to recognise and celebrate NRW.	May 2022, 2023	Chief Academic Officer
	RAP Working Group members to participate in an external NRW event.	May 2022, 2023	RAP Working Group
	Organise at least one NRW event each year.	May 2022, 2023	RAP Regional Leads
	Share Reconciliation Australia's NRW resources and reconciliation materials with staff and students.	April 2022, 2023	RAP Lead
	Invite Reconciliation Australia's Narragunnawali – Reconciliation in Education team to deliver a webinar during NRW for staff and promote their online platform to all educators.	March 2022, 2023	RAP Lead
	Register events on Reconciliation Australia's NRW website.	May 2022, 2023	RAP Lead
3. Promote reconciliation through our sphere of influence.	Implement strategies to engage our staff in reconciliation.	May 2022, 2023	RAP Coordinator
	Communicate our commitment to reconciliation publicly.	December 2021, 2022	Brand & Strategic Communication Manager
	Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	December 2021, 2022	RAP Lead
	Collaborate with RAP and other like-minded organisations to develop ways to advance reconciliation.	June 2022	RAP Lead
4. Promote positive race relations through anti-discrimination strategies.	Conduct a review of TAFE Queensland HR policies and procedures to identify existing anti-discrimination provisions and future needs.	June 2022	Chief Human Resource Officer
	Engage with Aboriginal and Torres Strait Islander staff and advisors to consult on an anti-discrimination policy.	December 2021	RAP Lead
	Develop, implement and communicate an anti-discrimination policy for TAFE Queensland.	March 2022	Chief Human Resource Officer
	Educate senior leaders on the effects of racism.	March 2022	Chief Academic Officer
	Review Student Handbook and Induction information to promote TAFE Queensland's commitment to reconciliation and anti-discrimination behaviours and practices.	January 2022	Chief Academic Officer

RESPECT

TAFE Queensland commits to reconciliation as part of our everyday practice. We demonstrate this through acknowledging the unique position of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia and we take pride in celebrating First Nations cultures, histories and peoples. We appreciate the important role TAFE Queensland can play in providing opportunities for staff, students and the wider community to learn about the importance of our history so that we can move forward together. Our core values promote working together to achieve a common goal of respect where staff and students can learn and work in a culturally safe environment.

Action	Deliverable	Timeline	Responsibility
5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	Consult local Traditional Owners and Aboriginal and Torres Strait Islander RAP Advisory Group on the development and implementation of a Cultural Learning Framework.	June 2022	Chief Academic Officer
	Conduct a review of cultural learning needs within TAFE Queensland.	December 2021	Chief Human Resource Officer
	Develop, implement and communicate a Cultural Learning Framework for TAFE Queensland staff and students.	December 2022	RAP Lead
	Provide opportunities for RAP Working Group members, HR managers and other key leadership staff to participate in formal and structured cultural learning.	June 2022	Chief Academic Officer
	Develop clear HR processes for engagement of Traditional Custodians for TAFE Queensland activities.	January 2022	Chief Human Resource Officer
	Identify Traditional Custodians and contact details for each campus and ensure information is easily accessible for all staff.	June 2022	RAP Lead
	Compile and share a list of culturally significant dates across Queensland.	May 2022, 2023	RAP Lead
6. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	Increase staff understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	June 2022	RAP Lead
	Review, update and communicate TAFE Queensland's Cultural Protocol document and pages, including Welcome to Country and Acknowledgement of Country.	March 2022	RAP Lead
	Invite a local Traditional Custodian to provide a Welcome to Country at significant events each year.	June 2022	Regional General Managers
	Include an Acknowledgement of Country at the commencement of important meetings.	March 2022	Chief Academic Officer
	Develop guidelines for staff and engage statewide in discussions on the use of First Nations Intellectual Property which ensures cultural information is appropriately remunerated and respectfully acknowledged.	June 2022	Brand & Strategic Communication Manager
7. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	Promote and encourage participation of staff and students in NAIDOC Week events.	July 2022, 2023	Chief Executive Officer
	Encourage RAP Working Group to participate in an external NAIDOC Week event.	July 2022, 2023	RAP Lead
	Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	June 2022, 2023	Chief Human Resource Officer
	Develop specialised marketing products for NAIDOC Week events.	April 2022, 2023	Regional Marketing Manager
	Continue communications to all staff about significance of NAIDOC Week.	April 2022, 2023	Brand & Strategic Communication Manager
8. Visibly demonstrate TAFE Queensland's commitment to reconciliation.	Recognise Traditional Custodians by co-naming campus locations with the traditional language name where known.	June 2023	Regional RAP Lead and Marketing Managers
	Display Aboriginal and Torres Strait Islander artwork across all TAFE Queensland campuses.	December 2021, 2022	General Managers
	Establish annual TAFE Queensland Staff Award for reconciliation.	December 2021	Chief Academic Officer
	Highlight achievements of Aboriginal and Torres Strait Islander students and staff in internal and external communications and activities.	December 2022	Brand & Strategic Communication Manager

OPPORTUNITIES

TAFE Queensland will work closely with local community groups and our external networks to provide programs that support the aspirations of Aboriginal and Torres Strait Islander peoples. TAFE Queensland will advocate for Aboriginal and Torres Strait Islander peoples in all aspects of policy development relating to employment and skills.

Action	Deliverable	Timeline	Responsibility
9. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and opportunities for professional development.	Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	December 2022	Chief Human Resource Officer
	Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy.	June 2022	Chief Human Resource Officer
	Develop and implement an Aboriginal and Torres Strait Islander recruitment, retention and professional development strategy.	December 2022	Chief Human Resource Officer
	Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	December 2021	Chief Human Resource Officer
	Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	June 2022	Chief Human Resource Officer
	Add the following statement to job adverts: "TAFE Queensland values diversity and inclusion in our work environment and provides employment opportunities which are inclusive of peoples from all diversity groups".	January 2022	Chief Human Resource Officer
	Increase the percentage of Aboriginal and Torres Strait Islander staff employed across TAFE Queensland.	December 2021	Chief Human Resource Officer
10. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	Review and monitor implementation of the TAFE Queensland Aboriginal and Torres Strait Islander Procurement Policy.	December 2022	Chief Finance Officer
	Maintain Supply Nation membership.	June 2022	Chief Finance Officer
	Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	June 2022	Chief Finance Officer
	Develop commercial relationships with Aboriginal and Torres Strait Islander businesses.	December 2022	Executive Director, Business Development
	Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	June 2022	Chief Finance Officer
	Develop a pilot training and mentoring program to support Aboriginal and Torres Strait Islander start-ups.	June 2022	Executive Director, Business Development
11. Improve Aboriginal and Torres Strait Islander student enrolments, completions and opportunities for employment or further education.	Develop a strategy to increase the number of Aboriginal and Torres Strait Islander students enrolled across TAFE Queensland.	March 2022	Chief Academic Officer
	Review our enrolment procedures to promote equal and equitable access for Aboriginal and Torres Strait Islander students.	June 2022	Chief Academic Officer
	Promote scholarships for Aboriginal and Torres Strait Islander students to access funding to enrol in TAFE Queensland programs and explore opportunities to increase availability of scholarship funding through philanthropic partnerships and government programs.	December 2021, 2022	Chief Academic Officer
	Monitor the recruitment, retention and progression of Aboriginal and Torres Strait Islander students across TAFE Queensland.	December 2021	Chief Academic Officer
	Develop opportunities for Aboriginal and Torres Strait Islander staff to network and share information and provide input into TAFE Queensland strategies.	December 2021	RAP Lead
	Embed the Aboriginal and Torres Strait Islander Education Strategy across TAFE Queensland.	December 2022	Chief Academic Officer
	Highlight achievements of Aboriginal and Torres Strait Islander students and staff in internal and external communications.	May 2022, 2023	Brand & Strategic Communication Manager
	Ensure Aboriginal and Torres Strait Islander representation on key TAFE Queensland Committees.	May 2022, 2023	Chief Academic Officer

GOVERNANCE, TRACKING AND REPORTING

TAFE Queensland will monitor the progress and implementation of our RAP. We will regularly review our plan and seek advice from our TAFE Queensland RAP Advisory Group, Reconciliation Australia, our staff and the wider community.

Action	Deliverable	Timeline	Responsibility
12. Maintain an effective RAP Working group (RWG) to drive governance of the RAP.	RWG presents an annual report to TAFE Queensland Executive to highlight progress and achievements linked to RAP.	December 2021	RAP Lead
	Establish and apply a Terms of Reference for the RWG.	December 2021	RAP Lead
	RWG meets on a quarterly basis to report on RAP Actions.	June 2022	RAP Lead
	Maintain Aboriginal and Torres Strait Islander representation on the RWG.	December 2021, 2022	RAP Lead
13. Provide appropriate support for effective implementation of RAP commitments.	Define resource needs for RAP implementation.	December 2021, April 2022	RAP Champion
	Appoint and maintain an internal RAP Champion from senior management.	November 2021	RAP Champion
	Engage our senior leaders and other staff in the delivery of RAP commitments.	December 2021, June 2022, December 2022	RAP Champion
	Define and maintain appropriate systems to track, measure and report on RAP commitments.	December 2021, April 2022	RAP Champion
14. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	September 2022, 2023	RAP Lead
	Report RAP progress to all staff and senior leaders quarterly.	November 2021, March 2022, June 2022, September 2022	RAP Lead
	Publicly report our RAP achievements, challenges and learnings annually.	December 2021, 2022	RAP Lead
	Participate in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2022	RAP Champion
15. Continue our reconciliation journey by developing our next RAP.	Register via Reconciliation Australia's website to begin developing our next RAP.	March 2023	RAP Lead

Staff testimonial

“What reconciliation means to me?”

.....

GLENN BARRY

Indigenous Liaison and Student Support Officer

I am the Indigenous Liaison and Student Support Officer at TAFE Queensland Gold Coast. For me, as a man of Gamilaraay/First Nation and Irish heritage, I look to being the real person that I sense I am.

Reconciliation is about freedom to do the best I can without fear. I see this as aligning our two worlds – existing equally, establishing a third space that is creating autonomy for all. Respect and supporting values of lived experiences allows true connection. This is the greatest platform towards 21st century fulfilment.

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 TAFE 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 regions represented by the six circles that form the “yarning circle”. The “U” symbols represent people teaching, learning and assisting – staff, students and educators.

Woven pattern designs represent the capturing of knowledge and learning, the essence of what TAFE Queensland 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 – five symbols representing 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 Queensland for people from all over Queensland, from urban, regional, rural and remote locations.



Riki Salam, Principal, Creative Director and Artist of *We are 27 Creative* developed the artwork for TAFE Queensland.

About the Artist

Riki is a member of and connected to Kala Lagaw Ya – Western Island Groups (St Pauls – Moa Island), Kuku Yalanji Peoples and a member of the Ngai Tahu Peoples in the South Island of New Zealand. Educated in both Cairns and Brisbane, including studying at TAFE Queensland, Riki has more than 20 years of industry experience as an artist and graphic designer.

“It has been an honour to create 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 peoples able to gain a career through TAFE”.



If you would like to use the RAP artwork, order RAP merchandise or download RAP posters, staff can visit the RAP page on SPOT.

It's important to remember the RAP artwork, elements and symbols were created to help illustrate TAFE Queensland's journey towards reconciliation with Indigenous and non-Indigenous Australians. Please consider if the material or subject matter is an appropriate use of the artwork and it's contribution towards reconciliation.

If you have any questions about the use of RAP artwork please email tafe.communication@tafeqld.edu.au



RAP WORKING GROUP 2021-2023

RAP Champion

Jo Pyne
Chief Academic Officer, TAFE Queensland

RAP Coordinator

Bronwyn Webb
Content Officer, TAFE Queensland

RAP Lead

Leanne Bell
Portfolio Manager, Arts & Aboriginal
and Torres Strait Islander Programs,
TAFE Queensland North region

Gold Coast

Scott Meredith - Director, Student and Faculty
Support Services

Rebecca Jordan - Senior Business Development Officer

Glenn Barry - Indigenous Liaison and
Student Support Officer

Brisbane

Julie Randolph-Davis - Senior Educational Consultant

Anatoly Frusin - Lecturer and Co-Course Convenor,
Higher Education

Vanessa Crawford - Dean of Higher Education

East Coast

Carly Forrest - School Engagement Consultant

Leonie Sperry - Teacher, Education Support

Brandon Thompson - Indigenous Student Support Officer

Corporate

Robyn Allen - Manager, Procurement and Purchasing

Kerri Rankin - Strategic Project Manager, Human Resources

Marnie Matthews - Graphic Designer

Joe Connolly - Legal Counsel

Sam Crowe - Senior Advisor, Educator Capability

Emma Rice - Senior Advisor, Learning and Teaching

Linda Touwen - Senior Advisor, Human Resources

South West

Amanda Beeton - Teacher, Health and Community Services

Sharon Sippel - Nurunderi Campus Coordinator

Tammy Rasmussen - Indigenous Student Support Officer

SkillsTech

Sarah Henry - Teacher, Carpentry

Heidi Gould - Manager, Student Support Services

North

Jomi O'Connor - Project Officer

Sarah Baker - Indigenous Student Support Officer

Library Network

Clinton Johnston - Library Services Technician

RAP ADVISORY GROUP

Co-Chairs

Linda Medlin

Linda is a Kalkadoon woman from Winton Central West Queensland with strong cultural and family ties across Central West, Central Queensland and North West. Linda is a long-term employee of Queensland Health.

Greg Kitson

Greg is a Wakka Wakka man and a current recipient of an ARC Linkage scholarship to complete a PhD in Indigenous Community Planning. Greg is a graduate in regional and town planning (UQ-Hons) and has 20 years of professional work experience.

Members

Pele Bennet

Pele is a descendant of St Pauls Village on Moa Island in the Torres Strait, who was born and raised in Brisbane. Pele's professional career extends to 24 years of working within government and non-government sectors, mostly in health. Pele holds qualifications in a number of fields including health, governance and training.

Frank Lowah

Frank is a proud Torres Strait Islander man. Frank's professional career has been dedicated to working in Indigenous Economic Development. Frank currently works at Indigenous Business Australia as an Associate Portfolio Manager.

Deputy Chair

Ramone Close

Ramone is a proud Githabul/Goenpul/Butchulla man. Ramone is the Managing Director at YINDI Manufacturing. Throughout his career, Ramone has created multiple initiatives to support the community to create positive impacts on young Aboriginal and Torres Strait Islander peoples. Ramone's career started as a professional athlete in football (soccer) where he held a scholarship at the Australian Institute of Sport, representing Australia and also playing abroad. Ramone's experience covers recruitment, business management, community engagement and event management.

Harold Ludwick

Harold is a Bulgun Warra man whose Traditional land lies west of Cooktown and identifies as the "Black Cockatoo" group from inland areas (bama wakuurrga). Harold remains as a director of the Hopevale Arts and Cultural Centre for the sixth year, is president of the Indigenous Art Centre Alliance board and works as a contractor for the Hopevale Congress PBC as Biosecurity Officer.

Bridget Garay

Bridget has been running her own business, Journey, since 2009, which is a community engagement-based company delivering training with respect to cultural competence and cultural capability. Bridget has 40 years experience working in communities and has formed many connections nation-wide with over 50 communities.

Natasha Hydon

Natasha is the newly appointed People, Culture and Safety Manager for Mount Isa City Council. Having worked in both the hospital setting, as well as within a community controlled Aboriginal medical service in Mount Isa prior to joining Council, Natasha has a unique and connected view to the challenges of working in regional and remote environments.

“What reconciliation means to me?”

.....

ROBYN COOPER

Senior Advisor Centre for Learning and Teaching

I see reconciliation as an opportunity to step up and actively show respect and support for our First Nations people. Reconciliation has opened the doors to a wealth of information about how the lived experiences of Aboriginal and Torres Strait Islander peoples differ from my own. It inspires me to want to hear more so I can become increasingly aware of conscious and unconscious bias and discrimination.

I want to learn from and be guided by First Nations people in relation to how to do better.

Reconciliation motivates me to contribute to improving the experience of Aboriginal and Torres Strait Islander students and staff at TAFE Queensland by getting involved in RAP initiatives and supporting and enabling our First Nations staff and students to have a strong voice at every level.

I am deeply sorry for the injustices our First Nations people have experienced in the past and continue to experience today, and our RAP gives me the chance to openly and actively work towards making a difference – an opportunity I am very grateful to have.



ULURU STATEMENT FROM THE HEART

Our Aboriginal and Torres Strait Islander tribes were the first sovereign Nations of the Australian continent and its adjacent islands, and possessed it under our own laws and customs. This our ancestors did, according to the reckoning of our culture, from the Creation, according to the common law from ‘time immemorial’, and according to science more than 60,000 years ago.

This sovereignty is a spiritual notion: the ancestral tie between the land, or ‘mother nature’, and the Aboriginal and Torres Strait Islander peoples who were born therefrom, remain attached thereto, and must one day return thither to be united with our ancestors. This link is the basis of the ownership of the soil, or better, of sovereignty. It has never been ceded or extinguished, and co-exists with the sovereignty of the Crown.

How could it be otherwise? That peoples possessed a land for sixty millennia and this sacred link disappears from world history in merely the last two hundred years?

With substantive constitutional change and structural reform, we believe this ancient sovereignty can shine through as a fuller expression of Australia’s nationhood.

Proportionally, we are the most incarcerated people on the planet. We are not an innately criminal people. Our children are alienated from their families at unprecedented rates. This cannot be because we have no love for them. And our youth languish in detention in obscene numbers. They should be our hope for the future.

These dimensions of our crisis tell plainly the structural nature of our problem. *This is the torment of our powerlessness.*

We seek constitutional reforms to empower our people and take a *rightful place* in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country.

We call for the establishment of a First Nations Voice enshrined in the Constitution.

Makarrata is the culmination of our agenda: *the coming together after a struggle*. It captures our aspirations for a fair and truthful relationship with the people of Australia and a better future for our children based on justice and self-determination.

We seek a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history.

In 1967 we were counted, in 2017 we seek to be heard. We leave base camp and start our trek across this vast country. We invite you to walk with us in a movement of the Australian people for a better future.



RECONCILIATION
ACTION PLAN
INNOVATE

MAKE
GREAT
HAPPEN

