Flexibility, Innovation, Empathy:

VET EDUCATOR ATTRIBUTES FOR EFFECTIVE REMOTE INDIGENOUS DELIVERY
Northern Territory Snapshot

Above: Index of Relative Socio-economic Advantage And Disadvantage Quintiles for Local Government Areas, Australian Bureau of Statistics

Right: 2016 Census Explorer, SBS

Far Right: Aboriginal languages in the NT, Northern Territory Government
NT Employment Snapshot

ANZSCO Skill Level | ANZSCO Skill Level - qual | 2019 no. of roles | 2019 % of roles
--- | --- | --- | ---
1 | Bachelor degree or higher qualification | 133 | 50%
2 | Associate degree, Advanced diploma or Diploma | 36 | 14%
3 | Certificate III or Certificate IV | 50 | 19%
4 | Certificate II or Certificate III | 40 | 15%
5 | Certificate I or compulsory secondary education | 6 | 2%

Indigenous employment rates by Australian jurisdiction (15-64 year olds) (PM&C, 2018)

NTG Skilled Occupation Priority List 2019, Northern Territory Government

Non-school education

TAFE Directors Australia Convention 2019
3-5 September 2019 | Hilton Brisbane
Strategic Priority 2: Linking skills and prosperity for Indigenous Australians and their communities

Connecting students, industry and skills - CDU Vocational Education and Training Plan 2017-2019

<table>
<thead>
<tr>
<th>Aboriginal &amp; Torres Strait Islander</th>
<th>Remote/Very remote</th>
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<tbody>
<tr>
<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td>Non-English Speaking background</td>
<td>Did not complete Year 12 (excluding VSS)</td>
</tr>
<tr>
<td>26%</td>
<td>40%</td>
</tr>
<tr>
<td>Low SES</td>
<td>Locations delivered across the NT</td>
</tr>
<tr>
<td>19%</td>
<td>123</td>
</tr>
</tbody>
</table>

Above: 2018 CDU Annual Report
Right: CDU delivery location data 2017 – Google Maps
Adapted from ACIL Allen Indigenous Student Learning Framework (ACIL Allen Consulting (2014))
Above: Image Source – Wikimedia commons: https://commons.wikimedia.org/wiki/File:Blank_nt_location_map_in_Northern_Territory.png
Success Factors

1. Collaborative partnerships based on:
   - Long-term advocacy and commitment to community development and self-determination for Indigenous Territorians
   - Leadership by Indigenous organisations and/or strong Indigenous involvement
   - Respect for cultural knowledge, traditions and authority
   - Wek wek mijimit (working together in Kriol language)
   - Community trust and support

2. Highly flexible VET programs with:
   - A focus on work
     - Prospects of a job
     - Work experience component
     - Mix of on and off the job training
   - Capacity to adapt to community events
   - Culturally safe learning environments
   - Consistency in VET personnel
   - CDU personnel in community
   - Residential training blocks
   - Mentoring
   - Strong learner support

3. Innovative pedagogies based on:
   - Adult learning principles
   - Trusting and caring relationships
   - Both-ways learning
   - Indigenous cultures and values
   - Engaging students in the moment
   - Setting and achieving high standards
   - Mentoring
   - Real and meaningful learning
   - Storytelling
   - Peer learning
Recommendations

- Providing integrated learner support functions to support CDU’s future VET delivery to regional and remote Indigenous students.
- Investigating mentoring models with mentors based in local communities.
- Developing a professional development program to build the capability of new regional and remote VET educators in consultation with CDU’s VET stakeholders.
- Where possible, implementing flexible regional and remote teaching models to ensure continuity of educators, ongoing learning support for students and professional development for new regional and remote VET educators.
- Continuing to develop learning and assessment resources, including digital, in local languages.
Impact

- Deliver culturally appropriate training which supports the best possible student outcomes
- Continued respect and trust from community supports ongoing collaboration and education outcomes
- Satisfying trainer engagement with community supports long term engagement of trainers in regions
- Supports businesses, communities and government in regional/remote contexts in employment outcomes
- Positive education outcomes has generational impact
- Often the outputs from training have a positive impact on the community

Image: Before and after of a construction training project at Palumpa. Photo - CDU
Questions

1. What are the professional capabilities required to be an effective remote VET Educator

2. What are the personal attributes required to be a good remote VET Educator?

3. What are some of the ways you can develop trainers who want to work in remote contexts?
Capability Finding One
CULTURAL UNDERSTANDING AND KNOWLEDGE

- Local Indigenous languages & cultures
- Community rules & expectations
- Culturally respectful learning environments
- Advocacy for Indigenous students & communities
Capability Finding Two

INNOVATIVE PEDAGOGIES

- Adapting to low LL&N needs
- Coaching & mentoring
- Storytelling
- Peer Learning
- Alternative assessments
- Interpreting units of competency
Capability Finding Three

PERSONAL ATTRIBUTES

- Relationship Building
- Innovation & Creativity
- Resilience
- Resourcefulness
- Authenticity
- Empathy & Care
- Well-organised

Image: Students learning concreting, Wadeye. Photo - CDU
Thank you