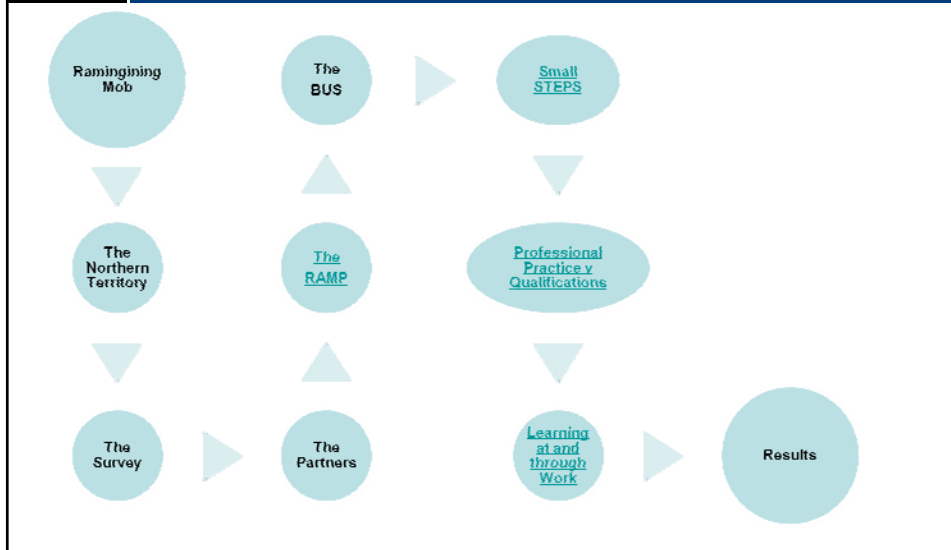


Indigenous Assistant Teachers a school-based 'teacher training' model

Kerry Grace

Director
Indigenous and Remote Workforce Development

a pathway for Indigenous Assistant Teachers





Ramingining School – Assistant Teachers



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Ramingining School



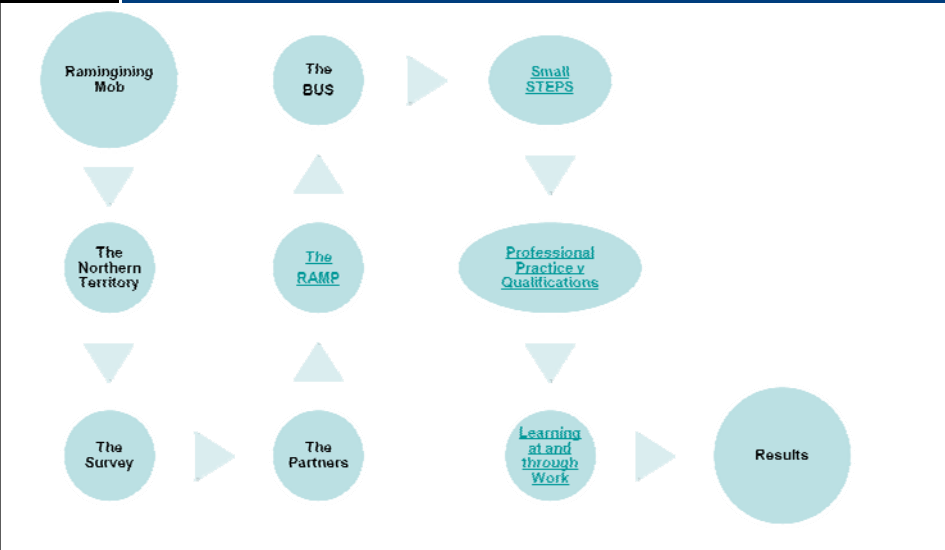
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Ramingining School – Assistant Teachers




a pathway for Indigenous Assistant Teachers







- 186 Schools
- 2470 Teaching Staff (...300 ATs)
- Approx 9.5% Indigenous staff
- Approx 30,000 Students
- 34 schools -100% Indigenous students
- 128 schools - over 50% Indigenous students
- Key challenges
 - High staff turnover in remote communities
 - Lack of Indigenous professional staff
 - Models of employment
 - Access to training and development

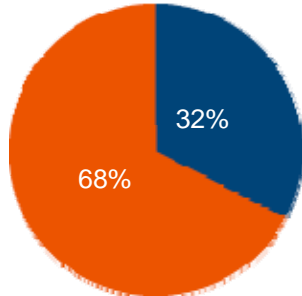
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DET Context



Northern Territory percentage of population by Indigenous status 2007

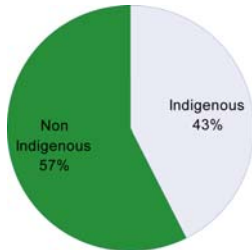


Category	Percentage
INDIGENOUS	32%
NON-INDIGENOUS	68%

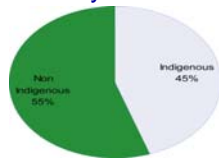
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DET Context

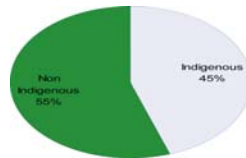
All Government students



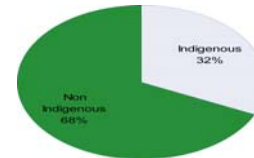
All Government Primary Students



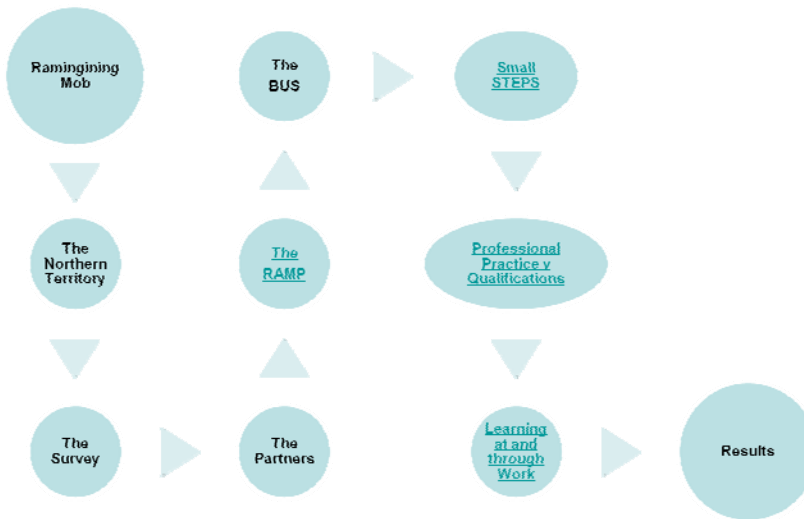
All Government Middle Years Students



All Government Senior Years Students



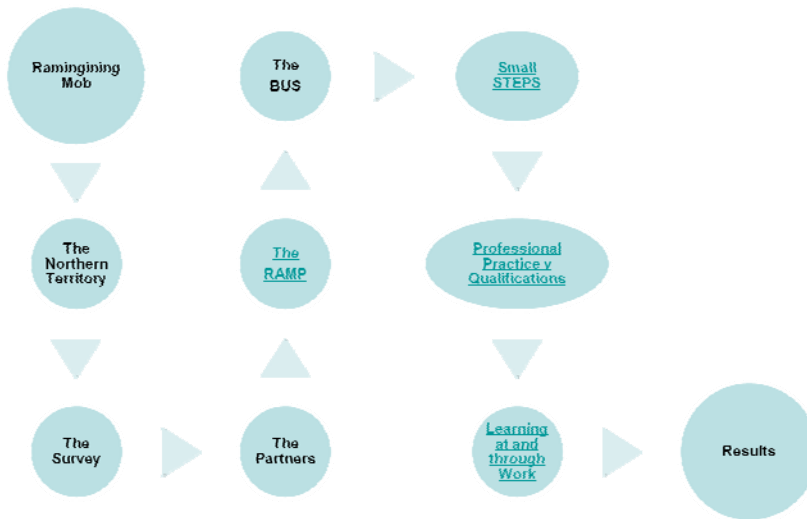
a pathway for Indigenous Assistant Teachers



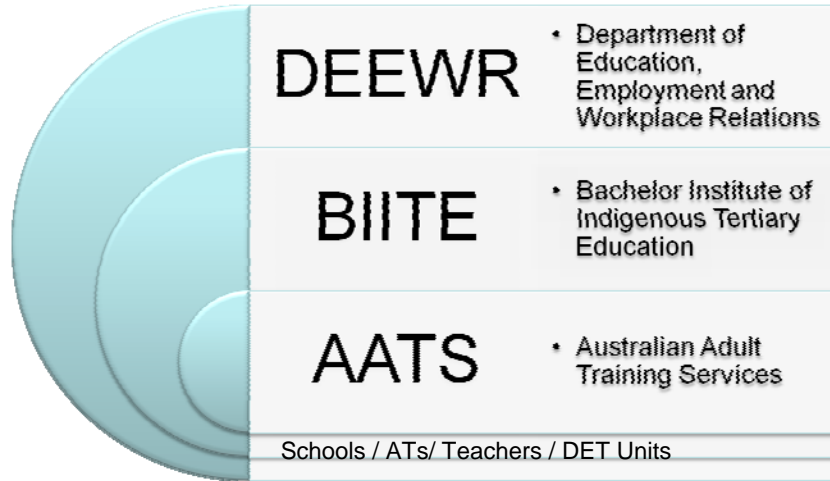
Survey Results: 500 Indigenous/Remote staff

- ATs are not undertaking and completing formal study qualifications;
- ATs want to obtain and gain recognition of their current skill sets via formal study pathways;
- Low L&N skills are a major impediment for Indigenous staff undertaking study pathways;
- ATs want to remain in their community and undertake study;
- Teachers have insufficient adult teaching skill sets to work effectively with Indigenous ATs in a team teaching role;
- Teachers are unfamiliar with the VET environment, competency based assessment and Recognition of Prior Learning (RPL);
- Teachers and Assistant Teachers are significantly limited in the amount of time they can be away from the classroom for professional development opportunities;
- Professional development opportunities are largely directed at student pedagogy not around adult andragogy.

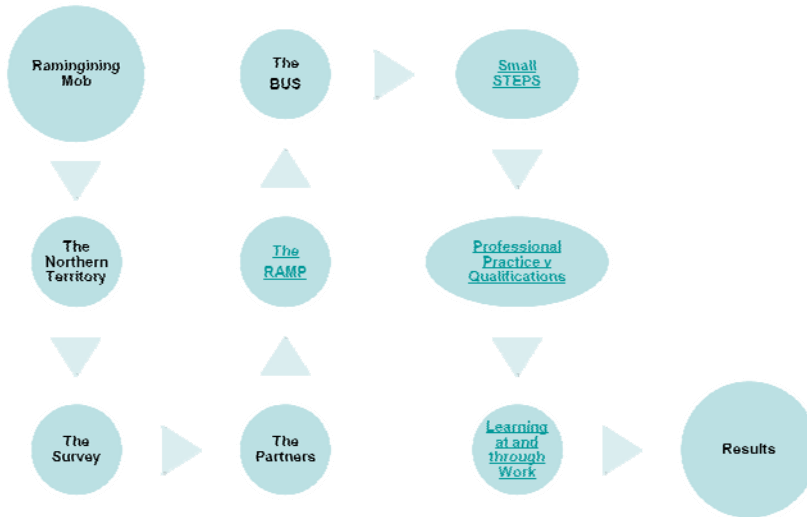
a pathway for Indigenous Assistant Teachers



Partners



a pathway for Indigenous Assistant Teachers



A Career, Employment, Learning, Qualification and Training “BUS”

getting **People** (staff/students) on the Bus

getting them seated in the **Seats** (to maximise education / employment options)

with the **Drivers** (services/DET)

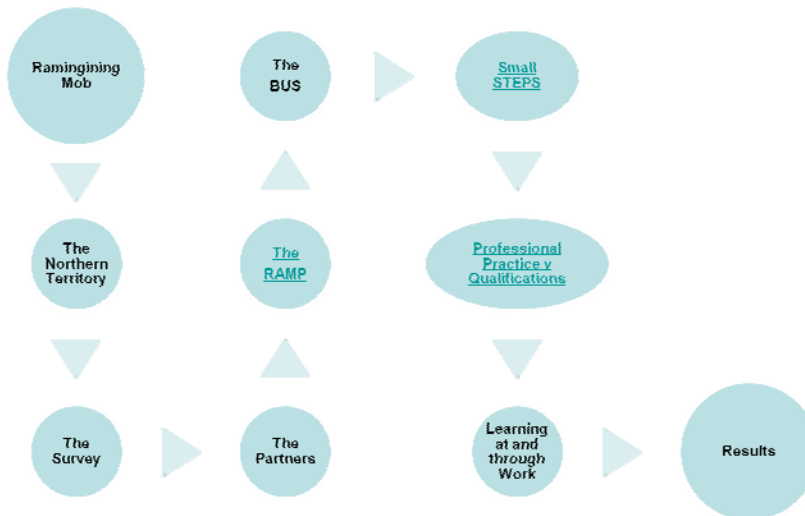
with the **Conductors** (coaches/mentors)

with all the **Content** (resources) and at times travelling down the same **Road**

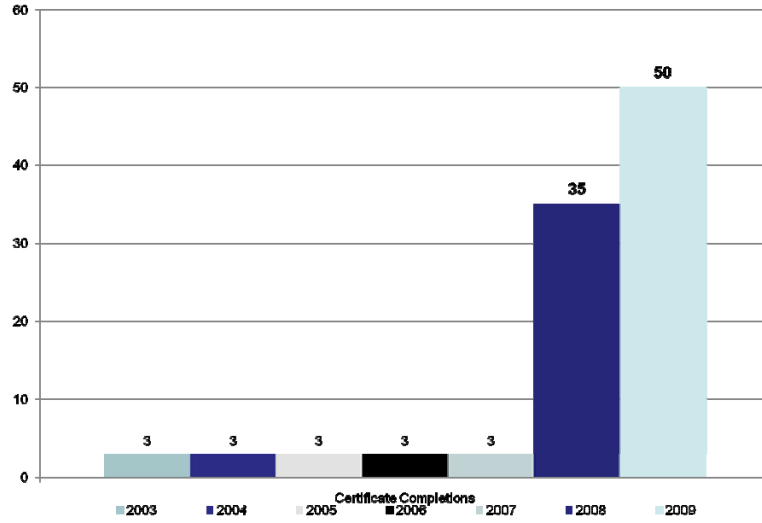
with opportunity to:

- change seats
- have detours
- have stops
- restart the learning journey
- change buses / careers / learning pathways
- and to travel their own pathways

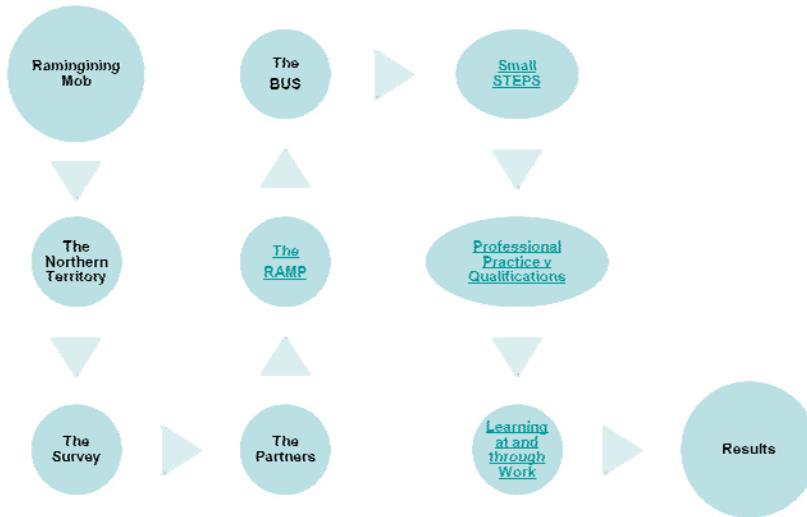
a pathway for Indigenous Assistant Teachers



Qualification Completions by Assistant Teachers



a pathway for Indigenous Assistant Teachers



...its about the whole not the part



...its about the whole not the part



Learning at and through Work

Employment based

Training Framework

Workbook ePortfolio

Learning at and through Work

- It is employment-based - enacted with the Assistant Teacher and DET/School Council and is linked to salary and career advancement.
- It includes structured training on and off the job (in the classroom or off site at the school or at an RTO/Educational organisation).
- It involves a formal contract of training, which is a binding agreement stipulating responsibilities of DET/School Council, conditions for training and support, and the responsibilities of all parties.
- It involves a training plan, signed by the DET/School Council, Assistant Teacher, coach/mentor and the registered training organisation.
- It is underpinned by the national VET recognition framework, which includes training packages to guide the curriculum and assessment of competence.

Indigenous pathways.....



Teaching: you can do it



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the Territory
The difference is opportunity



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