



Pemulwuy

Newsletter of the NSW AECG Inc.

October 2014

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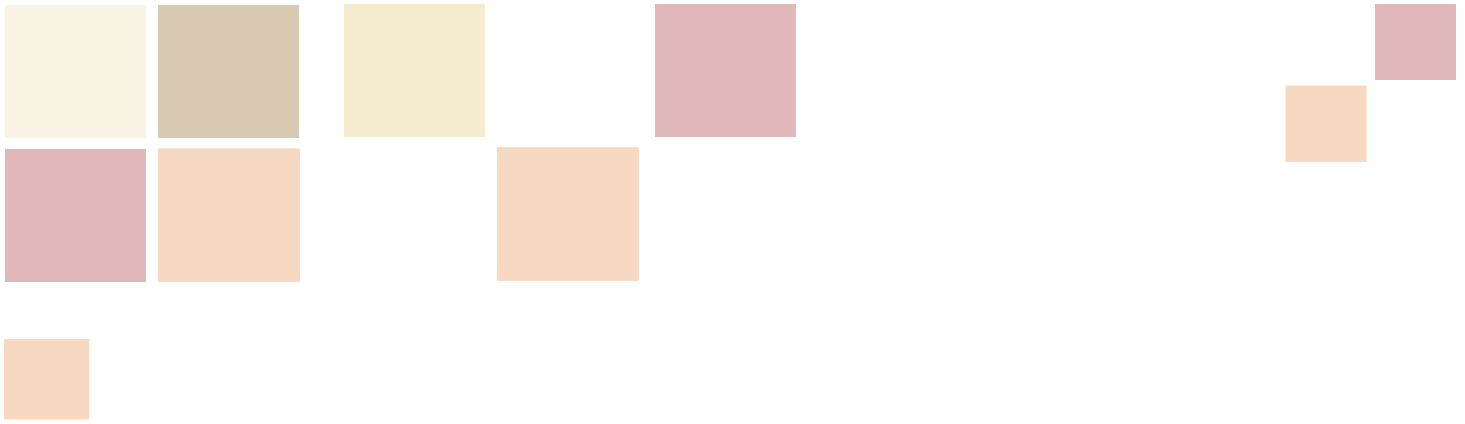
Languages & Culture Forum *Dubbo*



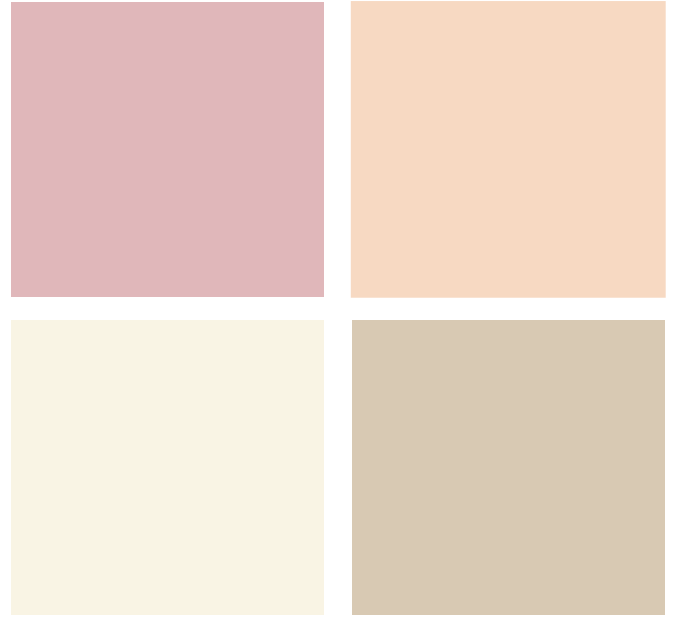
Have your say

Want to have your say?

Let everyone know the great things happening in your Local or Regional AECG. To be published, send your photos and stories to: info@aecg.nsw.edu.au



The NSW AECG Inc. would like to Acknowledge the traditional custodians of the land on which we work, and pay our respect to Elders past and present.



From the President...

Welcome to a long awaited edition of the NSW AECG newsletter *Pemulwuy*. There has been plenty happening with changes both at the State and commonwealth level that impact on Aboriginal people and communities.

We ran a very successful Language and Culture forum in Dubbo and we continue to focus on promoting and supporting the implementation of Language and Cultural studies.

Our strength is our network and collectivism and by standing together we will ensure our communities stay strong.

There is plenty to celebrate in this edition of the *Pemulwuy* and hope you find it an interesting read!!

Cindy Berwick
President
NSW AECG Inc.



1st State Meeting

Lismore

The NSW AECG First State Meeting was hosted by the Lismore Local Aboriginal Education Consultative Group and held in June at Lismore.

The meeting commenced with a warm, friendly and emotional Bundjalung language Welcome to Country by Auntie Irene Harrington which set the cultural mood for a productive two days.

Our State Committee members were inspired by

the Kadina High School Deadly Doobs Dance Group, motivated by the speech from Kaleesha Rhodes and further enriched by Cassie Ryan's presentation on the characteristics and importance of community in country.

There were several guest speakers from the higher education sector and various government departments sharing their products and promoting their services. These coupled with local and regional contributions

highlight the importance of the work we do at all levels in our organisation and the strength and resilience of our Aboriginal communities.

We thank our State Committee members for their contribution and look forward to the 2nd State Meeting in Mollymook on 14th and 15th November 2014.





Language & Culture Forum *Dubbo*

In August of 2014, a combined initiative between NSW AECG Inc. and TAFE Western saw the inaugural 2 day Aboriginal Languages and Culture Forum being held at the Dubbo Campus.

is currently an Aboriginal Languages and Cultures Consultant with the NSW AECG Inc. Dr Williams has been involved in developing a community centred strategy for the implementation of Aboriginal language and culture nests in NSW.

There were over 160 people in attendance. Whilst most participants were from within NSW, both the Northern Territory and Queensland had representative educators in attendance as well.

The forum was a platform to highlight the positive work being done by schools, TAFE and across Aboriginal communities in the area of language. Hence the theme for the conference being: Recover, Re – voice and Re – practice.

Keynote presenter for the conference was Dr Shayne Williams. He





Over the 2 days, participants had the opportunity to attend a series of workshops. These included presentations from the Board of Studies and Teaching Education Standards, Moree East Public School, Murrumbidgee Aboriginal Language Centre amongst others.

For more information of the Department of Education and Communities language nests, please contact Clarrie Hoskins, Aboriginal Culture and Language Advisor on 9244 5426 or email: clarrie.hoskins@det.nsw.edu.au









Short Course Writing Skills

This course was developed by Sydney TAFE NSW in conjunction with AECG. Eight members took the opportunity to complete this course which involved a series of writing skills and writing tasks.

The course ran over four days in two separate blocks. Members completed an assessment writing task and were awarded the TAFE NSW Unit Write Non-routine Texts which is at Certificate III level.

We have included the recent participant's tasks here.

Language Classes off Country

I have waited a long time to speak my language.

Last year my Community in Maclean stated language classes at the local TAFE. I live in Sydney, about 700 km away, and knew I wanted to be a part of these classes.

Through negotiation with my local TAFE and Maclean TAFE we have been able to access the Maclean TAFE classroom via video link and to learn amongst family. Seeing the familiar faces of family, our smiles are wide, our laughter is joyful, songs loud and strong.

Our learning is fun and meaningful with the deeper knowledge of our home, our family and identity.

The classes make me feel proud, strong

and nurtured. I feel that every Aboriginal person should have access to their Culture and Language and that distance can no longer be an excuse.

Lois Birk



Technology bridging the distance

My family and I are descendants of the Yaegl people of Maclean, in Northern NSW, and are living 'off country' over 700 km away in Sydney. Between trips 'home', we have learnt to use technology to bridge that distance. This ensures we can maintain strong links to our home community, family and culture.

An integral part of our Aboriginal culture is language, so when classes for a Certificate

AECG Writes Continued...

I Yaygirr Dulbay (Yaegl language) were being planned at the Maclean TAFE we knew we needed to be involved.

A great relationship with our local TAFE meant we were able to organise video conference links right into the classroom of the Maclean Campus. We are enrolled as students in the Maclean TAFE course but participate close to home, through the Brookvale Campus, Northern Sydney TAFE. Government policy denied my grandmother the right to speak her language and to pass it on to my mother and her siblings. It was almost lost in one generation.

Today's classes remind us how lucky we are to have a language documented and being taught, and with today's technology,

living in Sydney was not an excuse to miss out. It is both a right and a privilege. These classes have made us feel closer to family and community in Maclean, and have inspired a hunger for more. Community members aged six months to 69 years attend these classes, which is humbling and empowering to know, that our next generation will not be denied too.

Dyaarri Yaarang ngalburr malundu!

Jessica Birk

Getting it done Liverpool Style

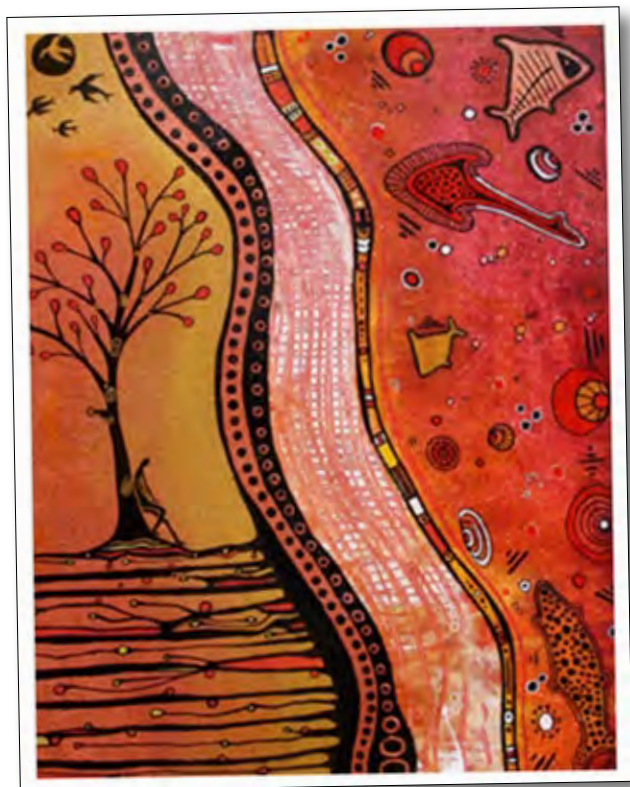
Liverpool Local AECG is situated in South Western Sydney, with a membership of 30 – 40 members. Mainly made up of DEC employees, we endeavour to get more community members.

We have at least five principals who attend on a regular basis.

LLAECG meets in Week 4 and Week 8 of the school term with the venue usually at a primary school, where the hosting school is generous in supplying afternoon tea, or we bring a plate which helps keep our expenses down.

Within our agenda we allow principals to do a report on how things are going in their schools in relation to Aboriginal education, whether it is suspensions, good news or any new programs.

In 2012 the executive members met and discussed how we can best support our



Artwork by Jess Birk

AECG Writes Continued...

local schools, so we sent an invitation out to school principals or representatives to come and bring their school plans with the Aboriginal education component.

We sat down and talked over each one's plan and found out what each school in our local area was doing and how the AECG could best support them.

The day was a great success with principals taking on board our feedback, advice and support. As a result further planning days will be on the agenda.

At the moment LLAECG is in the midst of defining our boundaries by using several methods of Local Government Service boundaries and DEC boundaries, which in turn is becoming bigger than 'Ben Hur'!

Jennie McKenny

Website design reinforces welfare mentality

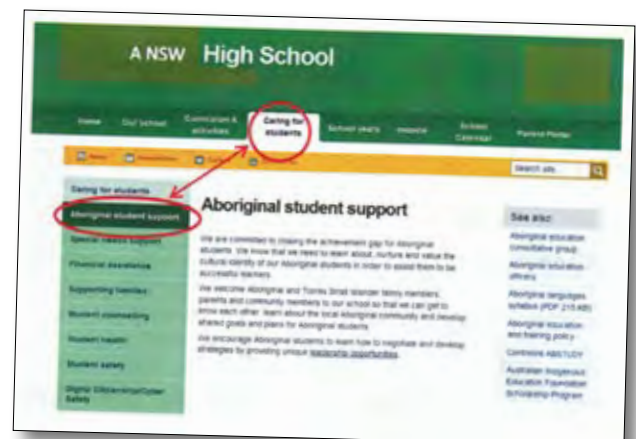
Aboriginal history has been dictated by welfare under government policy since invasion and as we are now in 2014, that hasn't changed. Aboriginal education should not be considered a welfare issue.

I would like to ask DEC NSW to reconsider the placement of Aboriginal Education under the 'Caring for students' banner on most individual public school websites, via the created DEC template.

'Caring for students' has replaced 'pastoral care' or 'welfare' although most large high schools still employ a Head Teacher Welfare who is in charge of Aboriginal students, special needs support, financial

assistance etc. After years of consultation, reviews, policies and a partnership with AECG, I feel that the process of consultation with website design has been overlooked.

After delivering a short ten minute presentation at my local AECG, I am confident that many people are unaware of the connection between Aboriginal education and welfare. I am even more confident that those who now have knowledge are disappointed with the design and connection. Most DEC websites are simple enough to access by typing in your school name or via the DEC school locator.



Once in the site, the 'Caring for students' button will lead you to a drop down bar which places Aboriginal Education at the top. Check out your local school website now.

A welfare mentality towards Aboriginal education will not engage students, parents and community representatives in education.

Janette Saunders

AECG Writes Continued...

Boys Working Together Program

The program is targeted to Aboriginal and non-Aboriginal boys, to give them the opportunity to engage in mountain bike activities which develop a positive attitude, self-esteem, confidence, organisation skills, resilience and a healthy lifestyle; while valuing and respecting themselves and others.

Aboriginal and non-Aboriginal boys - Year 4 to 6 students are selected in consultation with class teachers.

Participation and Fair Play

- Chooses physical activities that are enjoyed by all members of a group
- Demonstrates actions that support the rights and feelings of others, e.g. fair play, consideration encouragement, peer tutoring
- Engages in care for the environment, eg recycling
- Identifies the activities people participate in to maintain an active lifestyle, eg bushwalking, sports
- Contributes to physical activity programs, e.g. peer leader/ tutor, sharing equipment
- Participates in physical activity programs based on personal goals
- Participates in games, sports and activities combining strategy, teamwork, movement skill and fair play.

Personal and Group Safety

- Recognises a medical emergency and knows how to give and gain assistance
- Shares ideas, feelings and opinions

with others about issues such as safety

- Demonstrates survival water skills (25 m swim, deep water entry/exits)
- Uses reach and throw techniques to perform a water rescue
- Formulates and practises action plans for emergency situations, e.g. lost in bush, snake bites, fire safety
- Practises emergency response procedures, e.g. basic first aid, dial 000
- Devises strategies to respond to risky and dangerous situations
- formulates and practises action plans for accident and emergency situations in the home, school and local environment
- Plans how to take responsibility for their own safety and that of others, e.g. swim only in safe places
- Describes the consequences of accidents for the individual and the community.

Jamie Thaidy

Burrin Dalai Program

Burrin Dalai is an organisation that mediates with carers, parents and community members as well as the Department of Community Services for children who are currently in foster care. The program is for 10-18 year old Aboriginal males and youths from Burrin Dalai.

The aims of our program include, but are not limited to, health and fitness, team work and co-operation, introductory mechanical

AECG Writes Continued...

skills (such as bicycle maintenance), trail building skills (introductory hydrology and construction), sustainable and independent transport but most of all, fun.

Catering and two mentors are provided by Burrun Dalai during sessions.

General resources include promotional stickers, giveaways from shops, first aid kits and drinking water.

The equipment that is utilised is a fleet of mountain bikes and helmets. Two GPSs are provided, and Team Burrun Dalai cycle jerseys are supplied.

The program includes a health assessment by Durri AMS during one of the above sessions and adjusts the program accordingly.

Hector Ritchie

Inverell Local AECG

The Inverell community now has a local AECG, where in the past it has been difficult to get one up and running.

It is noticeable the commitment of AEOs, teachers, AEWs and some local community members in meeting together. The commitment for all is to see the views of Aboriginal people in our community valued when setting goals for our kids' education.

The Inverell Local AECG aims to work with our community and schools in determining what will help improve educational outcomes for our kids.

The Inverell Local AECG believes that through continued joint efforts and teamwork we can improve educational outcomes for our kids.

Farren Boney

Harmony Day – 2013 Cohesive School Community Award

I would like you all to know that Young North Public School won the Harmony Day – 2013 Cohesive School Community Award, and was selected from schools all over NSW. The school was very excited and so were the students.

The opening performance was Young North Drumming Group. Welcome to country was given by Gail Goolagong from Young High School. The award was presented by local MP, Katrina Hodgkinson. Leigh Ridgeway came from State Office of AECG as a guest.

The Young girl in the middle of the photo is my grand-daughter from Riverina 1. Her name is Moana Maree Fensom. Morning tea was enjoyed by all.

Cheryl Fensom



2014 CONFERENCE UPDATE



ABORIGINAL EDUCATION THE CHANGING FACE OF ACTIVISM

5-6 December 2014 University of Sydney

KEYNOTE SPEAKERS

LINDA BURNEY MP Deputy Leader of the Opposition

(Shadow Minister for Family & Community Services, Early Childhood Education, Aboriginal Affairs, Central Coast, Member for Canterbury – Former NSW AECG President)

DR DON WEATHERBURN Director NSW Crime Statistics and Research.

(Currently investigating the social and economic factors that underpin Indigenous arrest and imprisonment)

CONFERENCE DINNER Cultural Cruise on the Tribal Warrior Sydney Harbour Friday 5th December 5-8pm

The Tribal Warrior in conjunction with the Sydney Harbour Foreshore Authority will be presenting their new educational tours for schools. Come along, enjoy this unique experience and book a cruise for your class in 2015! Cost **\$65 per head**. (included in the 2 day conference packages)
Partners/friends welcome.

PACKAGES

2-day packages include 2015 membership, Conference Pack, little lunch & big lunch & Conference Dinner. 1 day and concession packages include Conference Pack, little lunch & big lunch.

- 2-Day Members **EARLY BIRD \$365 OR \$415** after 31/10/14
- 2-Day Non-Members **\$495**
- 1-day package **\$275 [Friday] \$225 [Saturday]**
- Discounts for full-time students and unemployed (see Registration form)
- Annual Membership **\$65**

EARLY BIRD: 31 October 2014
REGISTRATION CLOSING: 28
November 2014

ARE YOU DOING GOOD THINGS IN YOUR SCHOOL AND/OR YOUR COMMUNITY?

We would love you to present at the conference and there are still a few spots left. Please contact cathie.burgess@sydney.edu.au OR david.lardner@det.nsw.edu.au

SAMPLE ACCREDITATION from 2013

This conference is registered with the NSW Institute of Teachers for maintenance of accreditation at Proficient Teacher/Professional Competence (Thursday 12 December – 5 hrs, Friday 13 December – 4 hrs), and addresses the Australian Professional Standards for Teachers 1.4.2, 2.4.2, 6.2.2, 6.4.2, 7.4.2 and the NSW Professional Teaching Standards 1.2.3, 2.2.5, 2.2.6, 6.2.1, 6.2.3, 6.2.6, 6.2.7, 7.2.4. Faculty of Education and Social Work, the University of Sydney
Scope of Endorsement: All Standards of the Australian Professional Standards for Teachers at Proficient Teacher and all Elements of the NSW Professional Teaching Standards at Professional Competence.

This year, we are again grateful for support from the Aboriginal Education and Community Engagement (AECE) unit for 1 relief day per full fee paying delegate.

For more information contact: **TARA RYAN - NSW AECG**; tara.ryan@aecg.nsw.edu.au; 02 95505666

Aboriginal Studies Association



The aim of the Aboriginal Studies Association is to:

- Foster partnerships with local Aboriginal communities and appropriate stakeholders to support the development of Aboriginal Studies at all levels
- Increase teacher awareness of and involvement in Aboriginal Studies at all levels of education
- Develop and support ongoing curriculum and pedagogical practices that contribute to the improvement of Aboriginal students' outcomes
- Provide opportunities to engage in professional and personal learning and dialogue through the ongoing development of networks and learning communities
- Promote the teaching of Aboriginal Studies and perspectives at all levels of education.

The Aboriginal Studies Association is supported by the NSW AECG Inc, University of Sydney and the NSW DEC Aboriginal Education & Community Engagement Unit. Each year the ASA hold a conference for Aboriginal Education at Sydney University. In 2014, this will be on Friday December 5 and Saturday 6 December.

The conference will include a harbour cruise on the Tribal Warrior. The conference is also fully accredited.

Further information on the ASA can be obtained from Cathie Burgess at cathie.burgess@sydney.edu.au or calling the NSW AECG Inc on (02) 9550 5666



Aboriginal Studies

Cheltenham Girls High School

Cheltenham Girls High School has introduced this subject as an accelerated course of study starting in Year 9. The pattern of study undertaken by the students is over 3 years, with the class taking the HSC exam in this subject at the end of Year 11. It is one of many schools across the state offering Stage 6 Aboriginal as a course designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples.

Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased.

The course provides students with ways of detecting and analysing bias in representations of Aboriginal peoples.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students.

For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment.

Recently, Ryde Local AECG held their meeting at Cheltenham Girls High School to view the student's major projects and listen to the students discuss their research and findings. All agreed the works presented were of a very high standard.



For further information on this course, contact the Board of Studies and Teaching Educational Standards (BOSTES) on 9367 8111 or <http://www.boardofstudies.nsw.edu.au/>

Proud students and their Aboriginal Studies Projects



Connecting to Country

Moree
Narromine
Walgett



Connecting to Country: *Moree, Narromine & Walgett*

The Local AECG held 3 workshops at these locations. All workshops went for 3 days each. Participants undertook a number of activities including:

- Smoking ceremony
- Site visits and community centres
- Elders speak to the students and teachers
- Culture performances
- Kinship / Culture awareness
- Arts and Craft activities
- Guest speakers around the Aboriginal community and business
- Training around Sporting activities

All communities performed a great job with these Connecting to Country workshops. It was outstanding work and organisation by their Local AECG's.



Art & Cultural Activities, Moree



'Sista Speak' Program working together with
Connecting to Country, Moree



Community Mens Group, Moree



Cultural Activities, Moree



Smoking Ceremony, Narromine



Kinship games Connecting to Country,
Narromine



Connecting to Country participants, Narromine



Connecting to Country
participants, Walgett



Connecting to Country lunch,
Walgett



TAFE: Smart & Skilled

Training in NSW is changing. Smart and Skilled reforms will give you the chance to gain the skills you need to get a job and advance your career.

Smart and Skilled is government subsidised training. From 1 January 2015 eligible Aboriginal students will be entitled to government subsidised training in priority skills areas, up to and including Certificate III with approved training providers. There will also be subsidised training for higher qualification levels.

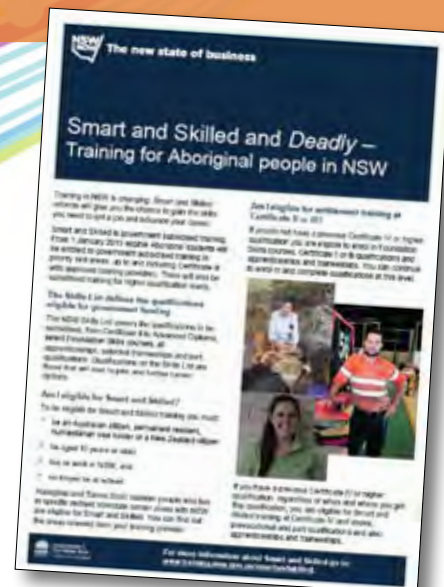
The Skills List defines the qualifications eligible for government funding

The NSW Skills List covers the qualifications to be subsidised, from Certificate II to Advanced Diploma, select Foundation Skills courses, all apprenticeships, selected traineeships and part qualifications. Qualifications on the Skills List are those that will lead to jobs and further career options.

Am I eligible for Smart and Skilled?

To be eligible for Smart and Skilled training you must:

- Be an Australian citizen, permanent resident, humanitarian visa holder or a New Zealand citizen
- Be aged 15 years or older



- Live or work in NSW, and
- No longer be at school.

Aboriginal and Torres Strait Islander people who live in specific defined interstate border areas with NSW are eligible for Smart and Skilled. You can find out the areas covered from your training provider.

Am I eligible for entitlement training at Certificate II or III?

If you do not have previous certificate IV or higher qualification you are eligible to enrol in Foundation Skills Courses, Certificate II or III qualifications and apprenticeships and traineeships. You can continue to enrol in and complete qualifications at this level.

If you have previous Certificate IV or higher qualification, regardless of when and where you got this qualification, you are eligible for Smart and Skilled training at Certificate IV and above, prevocational and part qualifications and also traineeships.

What about students fees?

Eligible Aboriginal Students will not pay a fee for any subsidised course. This means that if you are eligible to enrol in a Certificate III or lower, you will be exempt from fees for any available course.

If you already have a Certificate IV or higher you will be eligible to enrol in a Certificate IV or higher that is included on the Skills List, subject to availability. You will be exempt from fees for these higher level qualifications.

How do I prove I am Aboriginal?

When you enrol with your training provider you will be asked if you are Aboriginal or Torres Strait Islander. This means you identify as Australian Aboriginal (or Torres Strait Islander), are Aboriginal by descent and your community recognises you as Aboriginal. You may be asked to provide documentary evidence of these three areas if asked.

Where can I get training?

If you are eligible for Smart and Skilled you will be able to choose an approved training provider that best meets your needs, including TAFE NSW.

What other support is available?

There will be additional assistance to training providers to support training for Aboriginal students and for learners in regional and remote areas. TAFE NSW and Adult and Community Education providers will also receive additional funding to provide support services for Aboriginal people.



State Training Services Aboriginal staff can provide advice and assistance on vocational training pathways, and apprenticeships and traineeships opportunities.

Aboriginal Employment Advisory Support Services

New Careers for Aboriginal People (NCAP) Program employs Aboriginal employment advisors who can assist Aboriginal people in the labour market by identifying and supporting opportunities for education, training and employment. The Aboriginal employment advisor services include:

- Career planning
- Writing a resume
- Training advice
- Job referral
- Interview preparation
- Mentoring support.

Aboriginal Business Advisory Support Services

The Aboriginal Enterprise Development Officer (AEDO) program employs Aboriginal Business Advisors who assist Aboriginal clients to set up a business by providing:

- Help to develop business plans
- Small business training
- Ongoing business support and mentoring.

Find our more about Smart and Skilled

The Smart and Skilled website, to be released later in 2014, will help you select courses and approved providers and check your eligibility and fee arrangements.

You can read more about the Smart and Skilled reforms and student fees in 2015 at:

www.training.nsw.gov.au/smartandskilled

For information about Aboriginal support services

- Call direct on **132 811**
- Email us at sts-as@det.nsw.edu.au
- Visit our website: www.training.nsw.gov.au/aboriginal_services

RMS Scholarships

This year the RMS Scholarship Program was expanded beyond Civil Engineering to any career path within Transport for NSW. The new scholars are interested in various careers including but not limited to Law and Journalism.

This year's candidates for RMS Scholarships were of a very high standard and showed very strong capability in both Mathematics and English.

We received a total of eight applications (with at least one application from five RMS Regions), all applicants were interviewed and six scholarships were awarded. This included three female and three male (good to see the females applying).

We also have five scholars (all males) continuing on the program from 2013 who are completing Yr 12 this year.

For more information, please email:
aboriginal.jobs@rms.gov.au



NSW Transport for NSW

Aboriginal students
Are you ready?
Apply for a scholarship now

Scholarships for Aboriginal Students

We are offering scholarships for Aboriginal students studying year 11 or 12 at high school or TAFE.

If you're interested in a job in Transport for NSW or an operating agency, why not apply for a scholarship worth up to \$5000?

You can use the money to buy educational tools and services such as a new computer, text books or tutoring. A scholarship could help you get the results you need to go to uni when you finish school.

Are you:

- ✓ A NSW high school or TAFE student?
- ✓ Studying year 11 or 12 next year?
- ✓ Doing maths and english subjects as part of your study?
- ✓ Interested in a job in in Transport for NSW or an operating agency?

You can apply for a scholarship now.

Applications close 30 September.
For more information
email Aboriginal.Jobs@rms.nsw.gov.au

Mossvale Highschool

Day of Recognition & Respect



The NSW AECG Inc. and Southern Highlands Local AECG attended a Day of Respect and Recognition at Moss Vale High School.

The school came together to celebrate the journey undertaken throughout the course of the last twelve months. The day was a celebration of the amazing award winning work that had done as a school community with our Positive Behaviour Support (PBS) initiative and the inclusion of Aboriginal community in the development of our special PBS signs which celebrate our connection to the Gundungarra people and help us develop a rich understanding of our local Aboriginal culture and history.

The day was also a celebration of the journey undertaken as part of the school's involvement in improving the Literacy and Numeracy National Partnership and the

focus the school has around reading and comprehension. A major component of this has been the focus on enjoying the story of Anh Do and The Happiest Refugee.

It was wonderful to celebrate the day with so many special guests including Dr Michele Bruniges, the Secretary for the Department of Education and Communities, Cindy Berwick, the AECG President, Deirdre Mackay our P & C President, Wendy Lotter our local AECG President as well as we had our some of our Aboriginal Elders attend and participate in this special day. It was great to have Aunty Sharon, Aunty Merle and Aunty Elanor help celebrate the journey and the achievements of the school.

The school is on a VERY exciting journey and is excited about what the future holds!





2014 TAFE NSW Gili Awards

The TAFE NSW Gili Awards is an important event that celebrates and recognises the achievements of Aboriginal students, TAFE NSW staff, and TAFE NSW programs and initiatives that have contributed to building the capacity of Aboriginal communities through vocational education and training.

2014 marks the 24th Anniversary for the TAFE NSW Gili Awards. This year's theme is 'Turning Point' which reflects the changes to the NSW vocational education and training system through the Smart and Skilled reforms.

Congratulations to this year's award winners:

Encouragement Award:

Kyle Bell, TAFE NSW North Coast Institute

Encouragement Award:

June Slater, TAFE NSW New England Institute

Encouragement Award:

Jeffrey Weatherall, TAFE NSW Illawarra Institute

Achievement Award:

Skye Day, TAFE NSW Northern Sydney Institute

Achievement Award:

Judy Beddoni, TAFE NSW Sydney Institute

Achievement Award:

Ian Harris, TAFE NSW Riverina Institute

Non-Aboriginal Staff Award:

Merryn Thatcher, TAFE NSW Sydney Institute

Aboriginal Staff Award:

Chico Monks, TAFE NSW Sydney Institute

Bruce Kendall Award for Recognition of Service to TAFE NSW:

Ann Cribb, TAFE NSW Sydney Institute

TVET Award:

Joshua Solberg, TAFE NSW New England Institute

Industry Partnership Award:

Mogo Conservation and Land Management, TAFE NSW Illawarra Institute



Community Engagement Award:

'From the Edge' Leeton Film Project, TAFE NSW Riverina Institute

Youth Engagement Award:

Aboriginal Learning Circles Program, TAFE NSW Hunter Institute

Trainee of the Year Award:

Kesha Sampson, TAFE NSW New England Institute

Apprentice of the Year Award:

Shane Lyons, TAFE NSW Sydney Institute

Award for Academic Excellence:

Jessica Clark, TAFE NSW Sydney Institute

Award for Institute Innovation:

TAFE NSW Western Institute

Director's Meritorious Service Award

Anne Dennis



Local & Regional Visits

Rules of Association: Informing Regional Associations

The Secretariat has been going around many regional meetings informing them about the changes to the Constitution. We appreciate that regions allowed time on their busy agendas and we thank everyone for providing feedback.

Local AECG: Re-establishment

Project Officers from NSW AECG have been in attendance at local and regional AECGs to assist and support them with coming together again. These have included:

- Manning
- Corowa
- Balranald
- Narellan

Local and Regional AECG Meetings

It is great to be invited to many local and regional AECG meetings. We are able to support them with their ideas and programs. This includes the Connecting to Country program and to provide information on TAFE courses, MGoals and Junior AECGs.

MGoals

We are getting many local AECGs on the map of MGoals. If you are interested in getting your local or region a dot on the map please get in contact with us. We are here to support and help you get started. Please feel free to check out the website www.mgoals.com.au

Annual General Meetings

The project officers are available to do Local and Regional AGMs as returning officers. If you need them please feel free to contact the secretariat on (02) 9550 5666. Calendars are getting booked up quick and the Project Officers will happily assist in training for the new management committee.



Western 1



Western 2

NSW AECG Inc. Response to the Andrew Forrest Review



The Commonwealth Government tasked Andrew Forrest to review the Government's priorities around Indigenous employment. The following is the NSW AECG Inc. response:

At the outset it is worth noting that the author Andrew Forrest, describes himself as an entrepreneur and philanthropist. He has made his fortune mining land – land that many Aboriginal people regard as theirs. It is ironic that this man refused to negotiate equitable royalty deals with traditional owners in Western Australia claiming that if he didn't cap the money paid to the community it would be akin to "mining welfare". The review he now presents is premised on preparing Aboriginal people for economic independence through education and employment as long as he doesn't have to pay his share to Aboriginal people for mining their land. It is also worth noting that he is not an educator, researcher or policy expert basing this review on his early life living on properties in the outback that employed Aboriginal people and on his success as a businessman.

Forrest's review is fundamentally flawed in that it is based on a capitalist/open market approach which, by its very nature has 'winners' and 'losers'. His key argument that individuals must take responsibility for creating and taking up opportunities and failure to do so is the individual's fault

assumes a level playing field and ignores complex historical, political and socio-cultural contextual issues that impact on us all.

Forrest's claim that government funding is paternalistic, creating welfare dependency among Aboriginal people and communities has some merit but ignores the fact that most Aboriginal employment is in government departments and government funded agencies and often includes including ongoing professional development and career training. Without these positions Aboriginal unemployment would be far higher as private companies like Forrest's have historically not employed Aboriginal people for a number of reasons, not least of which includes the application of racist stereotypes and discriminatory practices.

Forrest's strategies prioritise individual advancement over collective empowerment which is culturally alienating for many Aboriginal people and further ignores the importance of kinship and community for ongoing survival in the face of colonialism and oppression. All credible research in the area of Aboriginal health and well-being as well

as improving educational outcomes for Aboriginal people has foregrounded the significance of connection to country, culture and identity to achieving success in these areas. Further, Forrest's proposal that Aboriginal people in communities with high unemployment should move to areas where there is employment and education opportunities again ignores and undermines Aboriginal connection to land, country and associated cultural, kinship and custodial obligations.

This approach by Forrest is premised on his belief that Aboriginal people and communities need fixing, that their current situation is their fault and so fails to acknowledge or understand the significant role of colonisation on the disempowerment and welfare dependency of many Aboriginal communities. His apparent ignorance of the impact and influence of the complex historical, political and socio-cultural contextual issues on Aboriginal people and communities likens his approach to the surface level government approaches he derides where symptoms rather than causes are focussed on.

Finally, Forrest's approach is inherently assimilationist as he insists that Aboriginal people must live and work like the rest of the community to be successful in the western sense – assuming that Aboriginal people want or aspire to this lifestyle. In

doing so he not only implies that Aboriginal people should give up cultural practices and suppress their Aboriginality but ignores the importance of rights such sovereignty and constitutional recognition for healing, self-confidence and empowerment necessary for equitable participation in civil society.

Because of these fundamental flaws in the ideology of this approach, the recommendations will also be fundamentally flawed and therefore not worthy of comment.

Cindy Berwick
President
NSW AECG Inc.

Andrew Forrest's full report can be downloaded at: <https://indigenousjobsandtrainingreview.dpmc.gov.au/downloads>

Dates to Remember...

TAFE Better Thinking Course:

21st & 22nd October
(TBC)

2nd State Meeting:

14th & 15th November,
Mollymook

TAFE Writing Course:

4th & 5th November
and 2nd & 3rd
December

AGM:

14th & 15th March
2015

For more information
about the TAFE Courses,
please contact
Sherri Longbottom at
the Secretariat:
(02) 9550 5666

Did you know...

In 1964, Aboriginal people in the NT became full citizens after legislation passes through the NT Legislative Council.

Did you know...

1996 is when the NSW Dept Education and Training's Aboriginal Education Policy is launched.

Did you know...

In 1981, the first NSW AECG state meeting is held at Crows Nest

Did you know...

In 1969, the Aboriginal Welfare Board was abolished

UPCOMING LOCAL & REGIONAL AGMS

If you need support with your Local AGM or
Regional AGM, please contact our
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