Batchelor Institute of Indigenous Tertiary Education

Strategic Plan
2012-2014
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Artwork acknowledgements

Mary Kunji’s artwork in this publication was commissioned by Batchelor Institute. The artwork and its copyright are held by Batchelor Institute.

Photograph acknowledgements

Front cover: One Mob dancers performing at the Batchelor Institute of Indigenous Tertiary Education 2011 graduation, Batchelor campus.

Page 4: Faculty of Education, Arts and Social Sciences, Bachelor of Education (Primary) students at the 2011 graduation. From left to right: Dhalulu Ganambarr-Stubbs, Multhara Mununggurr and Banbapuy Whitehead/Ganambarr from Yirrkala.

Page 8: Faculty of Health, Business and Science, Bachelor of Applied Science (Environmental Health) students at the 2010 graduation, Batchelor campus. From left to right: Tait Wilder Farram, Frank Mills and Merle Christine O’Donnell.

Page 10: Bachelor of Education (Primary) student Banbapuy Whitehead/Ganambarr receiving her award from Yvonne Cadet-James (Chairperson, Batchelor Institute Council).

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Contents

Foreword .................................................. 2
Vision ..................................................... 3
Core values ............................................. 3
Profile .................................................... 5
Unique characteristics .............................. 6
Core services .......................................... 7
Key drivers for change .............................. 8
Key business partners .............................. 8
9 Key outcomes by 2014 .......................... 9
Foreword

Batchelor Institute of Indigenous Tertiary Education has a long proud record providing training and education to Aboriginal and Torres Strait Islander people – strengthening identity, achieving success and transforming lives.

However, in an ever changing world the next three years will probably be the most important in this organisation’s history. We simply cannot rely on our reputation and on the great work undertaken previously.

It is a very different world. We have to operate within funding frameworks, target government policy and actively pursue industry, community and government priorities. We also have to develop product and a way of doing things that uniquely positions Batchelor Institute in what is now an extremely competitive market for students, with many community leaders expressing their strong desire for Aboriginal and Torres Strait Islander students to succeed in ‘mainstream’ institutions.

Over the last few years we have worked hard to improve our Vocational and Education Training outcomes and have recently emerged from a very tough re-accreditation audit. We have also entered into a number of exciting collaborative partnerships and are continuing to implement improved curriculum and delivery strategies aimed at providing the foundation skills necessary for all of our learners to successfully engage. This includes establishing ‘wrap around services’ with other support agencies to enhance the learning environment and maximise the resources available to support delivery. Our business in the Desert Peoples Centre in Central Australia continues to grow, strongly supported by our partnership with the Centre for Appropriate Technology.

In Higher Education our collaborative partnership with Charles Darwin University (CDU) through the Australian Centre for Indigenous Knowledges and Education (ACIKE) provides us with an outstanding opportunity. A lot of effort has gone into preparing for 2012 and the programs that are being offered will provide improved employment opportunities for students. Student support services will also be unrivalled but the challenges will be to gain market acceptance and to continue to innovatively respond to the Higher Education aspirations of Aboriginal and Torres Strait Islander people.

In becoming a sustainable and vibrant organisation, providing leadership in Aboriginal and Torres Strait education and training, we all have a role to play but I am very confident that we have positioned ourselves to succeed and that this Strategic Plan will provide the framework to inform and guide this important journey.

Recent success in securing a broader base of research grants, combined with developments in our research training programs has positioned us to establish a unique role in the tertiary education sector. The next three years will see a further strengthening of our research capacity thanks to a range of new research partnerships; a major capacity building project (the Collaborative Research Network project); and a stronger alignment between our undergraduate teaching and VET training programs and the research directions of the Institute.

Adrian Mitchell
Director
Batchelor Institute Vision

Our Vision continues to be:

**Batchelor Institute: a site of national significance in Indigenous education – strengthening identity, achieving success and transforming lives.**

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**STUDENT QUOTE**

At school I wanted to do lots of things but I couldn’t really decide. When school finished I found it hard to get a job where I lived and a family member suggested I look into doing a course at Batchelor Institute of Indigenous Education. I didn’t gain an OP when I completed senior but I was able to enrol in the Diploma of Teaching (Early Childhood) and then I was able to transfer to a Bachelor of Education (Early Childhood) which means I can work as a registered teacher in Primary Schools.

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Batchelor Institute Core Values

In endeavouring to achieve our vision, our core values have been identified by Batchelor staff as the core values that should underpin how the Institute conducts every aspect of what we do.

Aboriginal and Torres Strait Islander knowledges and cultures

Quality

Relevance

Integrity

Leadership

Respect

Sustainability
Batchelor Institute Profile

Batchelor Institute is a dual sector tertiary education provider that services the education, training and research needs of Aboriginal and Torres Strait Islander peoples. Batchelor has a special focus on remote Northern Territory communities and also attracts Higher Education students from across Australia. The Institute is located in Batchelor, Alice Springs and throughout the Northern Territory. Batchelor provides culturally safe and sustainable education and training that supports the aspirations of Aboriginal and Torres Strait Islander Australians, thus contributing to the cultural, social and economic development of Australia.

Batchelor Institute began in the late 1960s as a small annexe of Kormilda College, providing programs for Aboriginal teacher aides and assistants in community schools and 1974 moved to the township of Batchelor. In 1982 the Institute commenced as a dual sector tertiary provider and since then has continuously built a focus on learning that is supportive of Aboriginal and Torres Strait Islander cultures. A second Batchelor campus was established in 1990 in Alice Springs. Between 1988 and 1999 the Institute was known as Batchelor College. In 1999 the current Batchelor Institute was established by the Act with an emphasis on Aboriginal and Torres Strait Islander Australian ownership through the governance of the Batchelor Institute of Indigenous Tertiary Education Council. Since the Australian government Higher Education reforms of 2003 Batchelor Institute has been recognised and funded as a ‘National Institute’.

In 2008 the Desert Peoples Centre (DPC) was established in Alice Springs in partnership with the Centre for Appropriate Technology (CAT) as a mechanism to provide contemporary learning, skills and pathways appropriate to desert communities with a vision to be a catalyst for change in the Desert.

Batchelor Institute continues to operate as a dual sector Higher Education provider with campuses in Batchelor and Alice Springs, including four regional annexes, seven community based purpose built study centres and approximately three community based learning centres situated throughout the Northern Territory.

The Institute offers a range of courses aligned to employment opportunities in remote Australia and to support the establishment of stronger, safer and healthier communities – from preparatory courses to VET certificates including diploma level courses, Higher Education degrees, Postgraduate course work and research programs across three academic faculties and divisions. The focus on all these programs is to provide a learning environment, including appropriate support services, where Aboriginal and Torres Strait Islander cultures informs delivery and positions our students to achieve their aspirations.

In 2011 Batchelor Institute entered into an exciting collaborative partnership with Charles Darwin University to establish the Australian Centre for Indigenous Knowledges and Education (ACIKE) for the shared delivery of a range of Higher Education and Postgraduate study options which address the needs of Aboriginal and Torres Strait Islander students. ACIKE delivery begins in semester one of 2012.

“It’s an Indigenous Institute, it’s not mainstream. The approach to teaching and learning is completely different. We banded together to study.”

Student Quote
Batchelor Institute Unique Defining Characteristics

‘Both-ways is a philosophy of education that ‘brings together Indigenous Australian traditions of knowledge and Western academic disciplinary positions and cultural contexts, and embraces values of respect, tolerance and diversity.’

At the heart of ‘Both-ways’ lies the recognition of the legitimate right of Aboriginal and Torres Strait Islander peoples to determine the nature of their engagement with various knowledge systems, including their own intellectual and social traditions and practices in the past and in the present.

From a foundation built on ‘Both-ways’, as our guiding educational philosophy and practice, Batchelor Institute possesses characteristics which weave together to define its unique identity and contribute to its sustainability.

These are:

1. Provision of education and training delivery for Aboriginal and Torres Strait Islander people that allows individuals to achieve education aspirations and community development in a culturally sensitive environment.

2. VET delivery in remote areas.

3. Foundation literacy and numeracy and engagement strategies to support successful participation in employment, VET and Higher Education.

4. Higher Education through ACIKE to all Aboriginal and Torres Strait Islander peoples.

5. Specific expertise in Aboriginal and Torres Strait Islander research.

6. Relevant pathways from pre-vocational to Postgraduate studies.

7. Culturally appropriate and student focussed support services.
Batchelor Institute Core Services

The core services Batchelor Institute provides are:

1. Pathways into employment, vocational, and Higher Education that provide Aboriginal and Torres Strait Islander peoples with the opportunity to achieve their personal aspirations and those of wider community.

2. Foundation literacy and numeracy programs and other engagement strategies.

3. VET programs aligned to remote community employment and capacity building.

4. Higher Education undergraduate and postgraduate coursework programs in collaboration with CDU through ACIKE with focus in the areas of Aboriginal and Torres Strait Islander knowledges, policy, languages and linguistics, education and health and creative writing.

5. A Higher Education Masters and PhD programs by research in key areas of Education; Language and Linguistics; and Creative Arts, each positioned within a framework of Aboriginal and Torres Strait Islander cultural maintenance and knowledges.

6. Research and evaluation services in the areas of Aboriginal and Torres Strait Islander languages, cultural and community development, health and education.

7. Brokerage services for community development as well as supporting government and industry partners to contribute to greater participation of Aboriginal and Torres Strait Islander people in the economy.

8. Specific cultural training services for the wider Australian population.
Batchelor Institute Key Business Partners

Batchelor Institute recognises that the development and maintenance of strong partnerships and collaboration are essential to the relevant and effective delivery of core services. Batchelor will engage with Aboriginal and Torres Strait Islander communities, both locally and nationally; industry; government; educational and research partners and other key stakeholders to ensure the strong quality of delivery of education and training pathways to contribute to both successful employment outcomes and strong communities for Aboriginal and Torres Strait Island Australians.

Batchelor Institute Key Drivers for Change

The key drivers that will constrain or enable our core business now and towards 2014 are both macro, in terms of the wider economic, political and demographic environment, and very specific in terms of the immediate NT environment:

These include:

- The pace of change of government policy aimed at addressing Aboriginal and Torres Strait Islander disadvantage.
- The establishment of new VET and Higher Education regulatory authorities.
- A strong commitment to the success of key collaborative partnerships.
- The educational barriers to learning and employment often experienced by remote and Indigenous communities.
- The urgent need for social inclusion and to engage a rapidly growing Northern Territory Aboriginal and Torres Strait Island youth population.
- Sustainability and financial viability.

Nine Key Outcomes by 2014

In our commitment to supporting Aboriginal and Torres Strait Islander peoples to meet their economic, employment and capacity building aspirations Batchelor Institute will be:

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<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>1. Nationally recognised for expertise and success in remote delivery.</td>
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<td>2. Driven by collaborative partnerships with Aboriginal and Torres Strait Island communities and organisations, industry, government, community and other education, training and service providers.</td>
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<td>3. Utilising participatory and pathway models of education and training that achieve student employment and/or career advancement.</td>
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<td>4. Providing a high level of student and stakeholder client focus.</td>
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<td>5. Operating within a culture of continuous improvement in quality teaching, learning and research.</td>
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<td>6. Internationally recognised for leadership in intercultural education and Aboriginal and Torres Strait Islander knowledges, languages and scholarship.</td>
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<td>7. Engaging an increased representation of Aboriginal and Torres Strait Islander youth.</td>
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<td>8. Operating with a high representation of Aboriginal and Torres Strait Islander staff.</td>
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<td>9. A vibrant Higher Education provider participating in a successful ACIKE collaborative partnership.</td>
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<tr>
<th>Indicator</th>
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<tr>
<td>Increased levels of external funding.</td>
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<td>Collaborative partnerships in our delivery and service provision.</td>
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<td>Completion rates and transition into employment of our students.</td>
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<tr>
<td>Student, staff and stakeholder satisfaction.</td>
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<tr>
<td>Student enrolments and completions. Registration ratings.</td>
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<td>Research outputs and program activity.</td>
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<tr>
<td>Student enrolments.</td>
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<tr>
<td>Aboriginal and Torres Strait Islander Staffing levels.</td>
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<td>Undergraduate and postgraduate coursework EFTSL.</td>
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