Batchelor Institute
of Indigenous Tertiary Education
Research, Teaching and Learning Division

Training, Teaching & Learning Plan
2012–2015
Batchelor Institute has a long proud history providing training and education to Aboriginal and Torres Strait Islander people. However, in an ever changing world we simply cannot rely on our reputation and the good work undertaken in the past. Batchelor Institute will need to continue to develop programs that have a uniquely Batchelor identity. As a Vocational Education and Training provider an increased amount of delivery is being undertaken remotely to align programs to community employment, economic and development needs. In Higher Education Batchelor’s collaborative partnership with Charles Darwin University (CDU), through the Australian Centre for Indigenous Knowledges and Education (ACIKE), provides us with an outstanding opportunity to continue to be a vibrant and sustainable organisation, providing leadership in Aboriginal and Torres Strait Islander education and training.

To be able to respond positively and innovatively to the training and higher education aspirations of Aboriginal and Torres Strait Islander people and to deliver high quality training, teaching and learning Batchelor Institute established the Learning and Engagement Unit. The Unit is tasked with building organisational capacity and to promoting and supporting the achievement of excellence in training, teaching and learning. I am confident that with the establishment of a single division of Research, Teaching and Learning, Batchelor Institute has positioned itself to succeed and that the current Teaching and Learning Plan will provide the framework to ensure that our lecturers and support staff are assisted on this important journey.

Adrian Mitchell
Director
Institute Purpose and History

Batchelor Institute is a dual sector tertiary education provider with expertise and long established relationships with Indigenous Australians in rural, remote and urban communities Australia-wide. The Institute is known for providing a culturally safe and supportive education and research training environment and for advancing the aspirations of many Aboriginal and Torres Strait Islander people. Through its work over nearly 40 years, Batchelor Institute has made a unique and sustained contribution to the cultural, social and economic development of Australia.

BRIEF HISTORY

• 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, in 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 Batchelor of Indigenous Tertiary Education 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 2011 Batchelor Institute entered into a 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 Coursework study options which address the needs of Aboriginal and Torres Strait Islander students.

The Institute has had a relatively brief research history in comparison to the remainder of the Australian Higher Education sector having first received Research Block Grant funding in the form of the Institutional Grants Scheme in 2002. As a key plank in its strategic growth, Batchelor Institute established a Research Division and operational plan and, from this, developed and offered a Masters of Indigenous Knowledges by Research in 2007 and a PhD program in 2009.
Introduction

Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) is a dual sector tertiary education provider that strives to address the education and training needs of Aboriginal and Torres Strait Islander peoples. By adhering to a both-ways teaching philosophy, Batchelor Institute provides culturally safe and sustainable education and training of highest quality that supports the aspirations of Indigenous Australians, thus contributing to the cultural, social and economic development of Australia as a whole.

Batchelor Institute’s primary constituency originates from the Northern Territory remote communities. However, as it is perceived to offer a culturally safe environment, it also attracts Higher Education (HE) students from across Australia.

To this end Batchelor Institute’s vision states:


This vision will be achieved by ensuring that Batchelor Institute’s teaching, training, research and the services that support those activities are:

• Engaging and supportive of cultural maintenance and survival.
• Relevant.
• Innovative.
• Responsive.
• High Quality.

It is important that Batchelor Institute ensures that all of its students receive high quality education and training that is relevant to their personal and work requirements, and also provides a satisfying and stimulating learning experience that will encourage life-long learning. The training, teaching and learning provided by Batchelor Institute must engage and support the students in the development of appropriate responses to issues of cultural survival, maintenance, renewal and transformation within a national social, cultural, political and economic context. These approaches will ensure that Batchelor Institute is the preferred place to study for Aboriginal and Torres Strait Islander peoples.

Over the past few years Batchelor Institute has had to reposition itself to progress toward long-term financial sustainability. Batchelor Institute aims to be a high quality education and training provider that meets the employment needs of Indigenous Australians, while at the same time empowering them. Batchelor Institute has recognised that to fulfil its vision there was a need to increase the appropriateness and effectiveness of training, teaching and learning across both sectors, VET and HE. This plan therefore sets out to provide the foundation for a renewed focus on pursuing excellence in training, teaching and learning at Batchelor Institute.

1.1 Purpose of the Plan

This document provides a medium term plan for training, teaching and learning at Batchelor Institute. It guides the Institute in general and its training and teaching staff specifically towards achieving the ambition of becoming a vibrant tertiary institution that is a national leader in Aboriginal and Torres Strait Islander education and training. It is a public document also available to our students, partners and government agencies to highlight the strategic directions of Batchelor Institute with regards to training, teaching and learning.

The plan will support the further strengthening of Batchelor’s research capacity in conjunction with a range of new research partnerships, and will also develop a stronger alignment between Higher Education teaching and VET training programs. While the goals and strategies outlined in the plan will help Batchelor Institute achieve a better learning experience for its students it further outlines a number of strategies that will support staff in their professional development and in their capacity to deliver high quality training, teaching and learning.

1.2 External Factors

The tertiary education sector of Australia and Batchelor Institute are both dealing with many challenges and external pressures. Like all tertiary education providers Batchelor Institute will have to operate under:

- New funding frameworks.
- Changed government legislation and policy frameworks.
- A competitive market environment.
- Greater government scrutiny and accountability requirements.
- Changes in community and student learning expectations.
- Constant development in information and communication technology.

In 2008, the Government initiated a Review of Higher Education to examine the future direction of the Higher Education sector. Many of the recommendations from the “Bradley Report” were accepted by the government, and as part of the 2009 Budget the Government committed additional funds to support Higher Education and research. The resourcing will support high quality teaching and learning, improve equity, access and outcomes for students from low socio-economic backgrounds. Given the demographics of our student population, the following government target highlighted in the Bradley report is of specific relevance to Batchelor Institute:

“There is already a target set by the Council of Australian Governments to halve the proportion of Australians aged 20- to 64-years without a certificate level III qualification by 2020. The target proposed for Higher Education is that 40 per cent of 25- to 34-year-olds will have attained at least a bachelor-level qualification by 2020. This will be quite testing for Australia as current attainment is 29 per cent. Another important target is one to ensure that those from disadvantaged backgrounds aspire to and are able to participate in Higher Education. By 2020, 20 per cent of undergraduate enrolments in Higher Education should be students from low socio-economic backgrounds” (http://www.deewr.gov.au/HigherEducation/Review/Documents/PDF/Higher%20Education%20Review_Executive%20Summary%20Recommendations%20and%20Findings.pdf, p.4)

The changes seem to be primarily directed at the Higher Education sector, however, the outcomes of the current review of the VET sector will need to be taken into account. As a dual sector provider Batchelor Institute will need to re-focus its business as the new directions are as valid for the VET and Higher Education sectors.

The current plan will form the basis for establishing a training, teaching and learning vision for Batchelor Institute in this changing context.
1.3 Uniqueness of Batchelor Institute Students

Batchelor Institute is a unique institution. Unlike other tertiary providers our primary constituency is Aboriginal and Torres Strait Islander peoples from remote areas. As a specialist Indigenous tertiary education institution we look after the training and education needs and interests of Indigenous peoples throughout Australia. For a great number of our students, Batchelor Institute opens a door into Higher Education and Vocational Training that may have otherwise remained closed as a result of previous educational disadvantage.

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

The close links between the Institute and the Indigenous communities it serves, requires a mixed-mode form of course delivery. This combines community-based study and research, field study and supervised work experience with more traditional short, intensive residential workshops. Batchelor Institute activities are delivered across a number of campuses, regional annexes and community based study and learning centres.

Of the almost 3000 students enrolled in 2011, 90% come from the Northern Territory. Almost all of these students reside in remote communities. The average age of Batchelor's student population is 35 in the VET sector and 42 in the HE sector. The provision of a mixed-mode delivery and the special status of being a tertiary education provider exclusively for Indigenous Australians appear to be more attractive to the mature aged student population.

The social, educational, cultural and remote background of Batchelor Institute students, however, creates particular challenges for the provision of a high quality and rewarding student learning experience. The commitment to a both-ways philosophy and recognising the 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, has helped to reinforce identity and allow the students to take ownership over their training and learning.
Objectives and Strategies

Batchelor Institute has a proud history providing training and education to Aboriginal and Torres Strait Islanders. We pride ourselves in strengthening identity, achieving success and transforming the lives of our students. Hence it is important to build on these existing strengths and set the platform for continuous provision of leadership and quality in Indigenous Education and Training. The following section identifies five objectives in relation to training, teaching and learning which will provide guidelines and assist all those engaged in training, teaching and learning to establish Batchelor Institute as a sustainable, unique and vibrant organisation.

2 OBJECTIVES

Batchelor Institute has set the following objectives for the period of 2012 to 2015:

2.1 Create a culturally safe learning environment

Provide education and training for Aboriginal and Torres Strait Islander peoples that allow them to achieve education aspirations and community development in a culturally safe and sensitive environment. Apart from being safe, the learning environment for the students will be motivating, relevant, academically engaging and challenging.

To achieve the above, Batchelor Institute is fully committed to the both-ways philosophy across all spheres of its engagement. Both-ways is defined as:

“a philosophy that brings together Indigenous Australian traditions of knowledge and western academic disciplinary positions and cultural context, and embraces values of respect, tolerance and diversity.” (Ober & Batt, 2007).
2.2 Offer relevant VET training and Higher Education qualifications that lead to employment

Batchelor aims to satisfy the diverse range of current and emerging learning and training needs for Northern Territory students and their communities in remote and other areas. Batchelor graduates will be equipped to lead and drive change in a variety of situations. Batchelor Institute will engage with communities to foster understanding and reciprocal agreements related to community wellbeing. The training and education provided will build capacity and will contribute to community sustainability, particularly in remote areas. Batchelor Institute will continue to establish new strategic alliances with industry to maximise training opportunities for our students. Batchelor training staff will supported through professional development to acquire the necessary negotiation and project management skills.

The focus of all the programs and training is to provide a learning environment, with the appropriate support services, where Indigenous culture informs delivery and position our students to achieve their aspirations. Batchelor Institute provides tutorial support to students through the Indigenous Tutorial Assistance Scheme (ITAS) so they can achieve their education goals.

Batchelor Institute will ensure that graduates are work ready through work integrated learning and equipped with the necessary employability skills. Students will also acquire the necessary skills, attitudes and confidence to self-manage their lives and careers and continue to be successful life-long learners.

2.3 Promote an innovative and flexible approach to training and learning

Batchelor Institute recognises the diversity of student learning needs and will therefore promote a flexible learning approach to training and education and take advantage of new initiatives and opportunities in the field of technology. While the use of technology in training and education is important, Batchelor Institute is well aware of the challenges of accessibility of technology in remote areas and the limited digital literacy of its students.

Given the background of the majority of our students it is important the Batchelor Institute adopts a very broad interpretation of flexible learning in order to provide a positive learning experience for a diverse student population. Batchelor Institute aims therefore to create a learning environment that will allow student choices for their preferred learning method, such as:

- Online supported blended learning.
- Online study.
- Face to face delivery.
- On campus intensive workshops.
- Delivery in remote areas and communities.
- Field study.

2.4 Increase literacy and numeracy skills of students

Batchelor Institute is committed to improve the literacy ad numeracy skills right across all its programs. It is important that the Indigenous learners are given appropriate opportunities to obtain and develop the necessary skills in reading, writing, oral communication, numeracy and other generic skills and pathways for further training and education. Literacy and numeracy components will be integrated into all the teaching and training materials.

Batchelor will develop delivery strategies for training and learning practices that support and facilitate access to, and successful participation in, VET training and Higher Education. To this end Batchelor Institute will address the issues related to a growing number of underprepared students entering tertiary training and education. Batchelor Institute will identify features of successful foundation/bridging programs for Indigenous learners and develop a suite of programs for students at various educational levels.
2.5 Improve expertise in Aboriginal and Torres Strait Islanders research and scholarship to support continuous improvement in Training, Teaching and Learning

Batchelor Institute will strive to build a solid foundation in research and scholarship in training, teaching and learning to achieve the above objectives. Batchelor Institute must also commit to developing a research culture in training, teaching and learning, with a specific focus on improving practice and continuous improvement across both the VET and Higher Education sectors. Batchelor Institute has a comprehensive Research Plan, however, this objective refers specifically to research and scholarship in the field of teaching and learning.

Batchelor Institute has recently had success in broadening its research base by securing research grants and extending its network of collaborative research partners and by participating in networks that promote excellence in Teaching and Learning. It is hoped through targeted research and the provision of research training programs that the Institute will create opportunities for students, staff and the communities to make positive changes to lives in remote, rural and urban Indigenous communities. Batchelor Institute strives to become recognised as a centre of excellence in Indigenous educational research.
3 STRATEGIES

The following section articulates a set of strategies which will enable Batchelor Institute to achieve its goals in relation to teaching and learning.

- Continue to develop and implement a practice framework for the both-ways philosophy.
- Incorporate an Indigenous dimension in all Batchelor programs by consulting and engaging with Aboriginal and Torres Strait Islander peoples at the pertinent program development and delivery processes.
- Provide a four stage training program in cross-cultural awareness, sensitivity, competence and proficiency for all staff.
- Provide Aboriginal and Torres Strait Islander staff with a range of professional activities and training that will enable them to pursue worthwhile career pathways.
- Set appropriate training and teaching performance targets in performance planning, monitoring and reviewing.
- Continue to engage with remote communities to foster mutual understanding and reciprocal agreements that will lead to increased community and student well-being.
- Continue to establish new strategic alliances with industry.
- Support staff in negotiation and project management skills.
- Offer a wide range of contemporary and relevant teaching and training courses that will prepare graduates to be work-ready or participate in further study.
- Offer flexible Higher Education courses or VET training programs that enable students to achieve their aspirations from their engagement with Batchelor Institute.
- Deliver courses and training to identified individual, cultural, community and or industry needs.
- Actively contribute to the national Indigenous education and training agenda to position Batchelor to be the leader in Indigenous tertiary education and training.
- Deliver VET and Higher Education programs through a variety of delivery modes and in a variety of locations.
- Support and encourage teaching and training staff to use new technologies and develop innovative ways to teach.
- Widen access, increase choice, build up collaboration, provide more flexibility and encourage innovation to enhance the quality of the student training and learning experience.
- Conduct pre training assessment and testing for all students in numeracy and literacy prior to first enrolment to better advise them on their educational options.
- Set up a tracking system for students to record Australian Core Skills Framework levels (to track, collate and summarise data).
- Provide a flexible suite of literacy and numeracy training products or courses for students in need.
- Provide strong academic, language and numeracy support to students on and off campus.
- Provide numeracy and literacy professional development for teaching and training staff.
- Develop a literacy and numeracy policy and teaching and learning models and practices across both VET and Higher Education to improve literacy and numeracy outcomes for students.
- Modify and/or rewrite pre-packaged and self-composed courses to align with particular student groups and levels of study.
- Develop a suite of foundation/bridging programs to better prepare students for tertiary training and education.
- Develop and implement a Community Engagement and Learning framework to ensure that training is owned by communities, supported by other agencies and Industry and is aligned to community aspirations.
- Promote and encourage the relationship between excellence in training, teaching and learning research and practice.
- Strengthen research capacity in general and teaching and learning specifically, through a range of new research partnerships.
- Provide institutional guidance and support to the continuous improvement of Teaching and Learning practices.
- Set up incentives to improve the quality of training, teaching and learning across the Institute.
GOAL

• Create a culturally safe learning environment.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>PERFORMANCE INDICATORS</th>
<th>OUTCOMES</th>
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</thead>
</table>
| • Continue to develop and implement a practice framework for the both-ways philosophy. | • Action and Implementation plan.  
• Policy statement.  
• Learning journey maps. | • All teaching and training staff will be confident in using and applying both-ways practice framework in their delivery. |
| • Incorporate an Indigenous dimension in all Batchelor programs by consulting and engaging with Aboriginal and Torres Strait Islander peoples at the pertinent program development and delivery processes. | • Have clear guidelines for consultation and delivery process.  
• Course developers and teaching staff respect and recognise Indigenous values when developing and/or delivering courses. | • Identified staff will be trained in course development.  
• Increased student satisfaction and participation rates. |
| • Provide a four stage training program in cross-cultural awareness, sensitivity, competence and proficiency for all staff. | • Have cross cultural teaching resources prepared. | • All Batchelor staff to undergo training in the first six months of their employment.  
• DVDs available online/offline to all staff. |
| • Produce four DVDs:  
  • ‘Which Way, Where you From?’ - How do people identity themselves to country.  
  • ‘Our Way Not That Way, Our Way This Way’ - What is Avoidance Relationship.  
  • ‘Oops!’ - To demonstrate how different body language is used for communication.  
  • ‘What Tucker?’ – Cooking different bush tucker. | | • Ongoing delivery of cross-cultural training that enables staff and students to develop effective cultural competencies.  
• More effective student-centred learning and application of both-ways philosophy. |
| • Provide Aboriginal and Torres Strait Islander staff with a range of professional activities and training that will enable them to pursue worthwhile career pathways. | • Career pathways policy and guidelines written and implemented for Aboriginal and Torres Strait Islander staff. | • Staff awareness training provided to all Aboriginal and Torres Strait Islander staff.  
• Annual budget allocation approved. |
| • Set appropriate training and teaching performance targets in performance planning, monitoring and reviewing. | • Develop online/offline space for PD related resources and materials. | • Staff competent in accessing and applying online training materials. Increased staff competency in online learning.  
• Improved PD opportunities. Increased staff satisfaction, due to better performance recognition. |
| • Have Performance Development System in place. | | |
- Performance Development and Probation policy and guidelines implemented.  
- Professional Development policy and guidelines implemented.  
- Better staff awareness of rights and responsibilities.  
- Higher participation rates in PD and increased staff capability and retention.

### GOAL

- Offer relevant VET training and HE qualifications that lead to employment.

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<th>STRATEGIES</th>
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<tbody>
<tr>
<td>• Continue to engage with remote communities to foster mutual understanding and reciprocal agreements that will lead to increased student participation in education.</td>
<td>• Increase number of Batchelor Institute community agreements to deliver training and/or education courses.</td>
<td>• Increased awareness by (remote) communities of Batchelor Institute training courses. Increase offerings by 40% by 2014.</td>
</tr>
<tr>
<td>• Continue to establish new strategic alliances with industry</td>
<td>• Support staff in negotiation and project management skills</td>
<td>• Professional Development opportunities in place</td>
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<tr>
<td>• Offer a wide range of contemporary and relevant teaching and training courses that will prepare graduates to be work-ready or go on to further study.</td>
<td>• Fully embed employability skills in all training and courses delivered.</td>
<td>• Improved rate of employability for Batchelor graduates.</td>
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<td>• Ensure that close links exist between teaching/training and employment requirements.</td>
<td>• Ongoing review of teaching and training products.</td>
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<td></td>
<td>• Perform exit interview and graduate destination surveys.</td>
<td>• Participation rate of at least 50% by Batchelor graduands.</td>
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<td>• Increase collaborative partnerships with other institutions and providers that lead to increased student opportunities.</td>
<td>• Have 10% more partnerships in place across all programs at Batchelor Institute.</td>
</tr>
<tr>
<td>• Offer flexible Higher Education courses or VET training programs that enable students to achieve their aspirations from their engagement with Batchelor Institute.</td>
<td>• Have clear and seamless study pathways.</td>
<td>• Improved student retention and success rates.</td>
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<td></td>
<td>• Improve and expand academic skills support for students.</td>
<td>• Have more courses and units available online for remote access.</td>
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<td></td>
<td>• Review ITAS usage and demand to better identify target areas</td>
<td>• Quarterly reports and analysis of the impact ITAS makes on student success.</td>
</tr>
<tr>
<td>• Deliver courses and training to identified individual, cultural, community and or industry needs.</td>
<td>• Increase numbers of students from remote areas accessing education and training programs.</td>
<td>• BIITE to become preferred tertiary provider in the NT.</td>
</tr>
<tr>
<td></td>
<td>• Student feedback indicating improvement in levels of personal and community well-being occurring through education and training at Batchelor.</td>
<td>• Student satisfaction rate of 70%+.</td>
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</tbody>
</table>
• Actively contribute to the national Indigenous education and training agenda in order for Batchelor to be the leader in Indigenous tertiary education and training.

• Increase level of participation in local, national and to some extend international Indigenous educational and training forums such as conferences, advisory forums, government and reference bodies.

• Hosting of seminars, conferences and other forums relevant to raising the profile of Indigenous education and training.

• Increase profile in local and national media coverage.

• Develop and implement a Community Engagement and Learning Framework to ensure that training is owned by communities, supported by other agencies and Industry and is aligned to community aspirations.

• Community Engagement guidelines for staff in place.

• Staff training for assessing community needs and engaging with communities and industry established.

• More opportunities and increased funding for Indigenous conference attendance.

• Hosting at least two national seminars for T & L.

• 50% increase of articles in print and online media.

• Data bank of successful community and industry projects.

**GOAL**

• Promote an innovative and flexible approach to training and learning.

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<tbody>
<tr>
<td>Deliver VET and Higher Education programs through a variety of delivery modes and in a variety of locations.</td>
<td>Develop an online learning framework and implementation strategy for Batchelor Institute.</td>
<td>All teaching and training staff aware of eLearning framework and are competent in its application.</td>
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<tr>
<td>Support and encourage teaching and training staff to use new technologies and develop innovative ways to teach.</td>
<td>Double the number of courses that are delivered in blended mode for each semester.</td>
<td>Increased participation of students from remote areas.</td>
</tr>
<tr>
<td>Widen access, increase choice, build up collaboration, provide more flexibility and encourage innovation in order to enhance the quality of the student learning experience.</td>
<td>Identify and pilot appropriate mobile learning options.</td>
<td>Two pilots completed and evaluated.</td>
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<td>Identify, support and promote innovative staff practice as it relates to flexible learning.</td>
<td>Have staff awards for innovative training, teaching and learning.</td>
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<td>Have at least one VET program/staff training award nomination across the duration of this plan</td>
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### GOAL

- Increase literacy and numeracy skills of students.

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</thead>
<tbody>
<tr>
<td>Conduct pre training assessment and testing for all students in numeracy and literacy prior to first enrolment.</td>
<td>Pre-training assessment evidence on file.</td>
<td>Improved student literacy and numeracy levels enabling success.</td>
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<tr>
<td></td>
<td>Remedial actions targeted to needs.</td>
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<td></td>
<td>Improved student literacy and numeracy levels enabling success.</td>
<td>Heightened awareness in staff of specific literacy/numeracy needs.</td>
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<td>Informing proactive decision making.</td>
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<tr>
<td>Set up a tracking system for students to record Australian Core Skills Framework levels (to track, collate and summarise data).</td>
<td>Course entry, literacy levels of students match course requirements.</td>
<td>Informed decision making re student goals, remedial tuition, directions for funding, staffing, resource allocation, central storage place.</td>
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<tr>
<td></td>
<td>Database showing current ACSF levels of students enrolled.</td>
<td>Data bank of students’ ACSF levels.</td>
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<td></td>
<td>Checks show alignment of evidence with level of database.</td>
<td></td>
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<tr>
<td>Goals set for improvement in student’s ACSF level/s during each course/unit. Goals based on ACSF levels as per assessment/database.</td>
<td>Course/unit plans show integration of literacy skills in coursework.</td>
<td>Improvement of student literacy/numeracy levels in identified areas.</td>
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<td></td>
<td>Assessed literacy based tasks, labelled with achieved ACSF level on students’ files.</td>
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<tr>
<td>Provide a suite of literacy and numeracy training products or courses for students in need of assistance.</td>
<td>Develop clear study pathways for students that lead to better career choices.</td>
<td>Improved knowledge, skills and cognitive skills to guarantee course/unit completion.</td>
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<td>Support provision of tuition as necessary and appropriate including incorporating both-ways strategies when practicable.</td>
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<td>A data bank of training solutions and support materials.</td>
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<tr>
<td>Better prepare students for tertiary training and education</td>
<td>Develop a number of foundation/bridging programs at different educational levels</td>
<td>Increased student retention and success.</td>
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<td>Provide academic, language and numeracy support to students on and off campus.</td>
<td>Increase number of students undertaking literacy course work.</td>
<td>Better retention and success rates for students.</td>
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<td></td>
<td>Assessment evidence on file.</td>
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<td>Feedback system in place.</td>
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<td></td>
<td>Moderation and audit feedback.</td>
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<tr>
<td></td>
<td>Track data.</td>
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</tbody>
</table>
• Provide numeracy and literacy professional development for teaching and training staff.
• Provide literacy/numeracy tutor support in remote areas.
• Staff undertaking focussed training on specific literacy/numeracy topics to aid student course/unit completion.
• Improved access to online literacy/numeracy training products.
• Common understanding of literacy/numeracy issues across the Institute. Increased staff competency in addressing literacy/numeracy issues.
• Funding allocation grants in place to support these programs.

• Develop a literacy and numeracy policy and teaching and learning models and practices across both VET and Higher Education to improve literacy and numeracy outcomes for students.
• Policies and models for teaching and learning accessible for all stakeholders.
• Collect data to evaluate the extent that practice reflects policy.
• Aligned guidelines, expectations and outcomes for all concerned.
• Practice that will reflect policy requirements.

• Modify and/or rewrite pre-packaged and self-composed courses to align with a particular student group and level of study.
• High quality course materials with literacy & numeracy components integrated to improve audit outcomes.
• Have at least 40% of courses modified or re-designed by end of 2013 to have numeracy and literacy embedded.

**GOAL**

• Improve expertise in Aboriginal and Torres Strait Islanders research and scholarship.

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<tr>
<td>• Promote and encourage the relationship between excellence in teaching and learning and research and practice.</td>
<td>• Establish Teaching and Learning Committee(s).</td>
<td>• Institutional culture of Teaching and Learning excellence.</td>
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<td>• Organise regular institutional research forums for staff.</td>
<td>• Increase research outputs and publications by 50%.</td>
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<td></td>
<td>• Provide professional development opportunities in research practice.</td>
<td>• All teaching and training staff participate in Teaching and Learning training workshops.</td>
</tr>
<tr>
<td>• Strengthen research capacity in general and in teaching and learning specifically through a range of new research partnerships.</td>
<td>• Provide membership to, and participate in, external Teaching Excellence forums.</td>
<td>• Batchelor Institute recognised as a Centre for Teaching and Learning Excellence nationally and internationally.</td>
</tr>
<tr>
<td>• Provide institutional guidance and support to the continuous improvement of Teaching and Learning practices.</td>
<td>• Develop Teaching and Learning framework and plan.</td>
<td>• Improved staff performance in teaching and learning evidenced in annual performance appraisal.</td>
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<td>• Develop appropriate policies and guidelines to improve teaching and learning practices.</td>
<td>• Improve student satisfaction rates.</td>
</tr>
<tr>
<td>• Set up institutional incentives to improve the quality of Teaching and Learning across the Institute.</td>
<td>• Establish institutional Teaching and Learning Excellence Awards</td>
<td>• Have at least one national citation and/or teaching excellence award application (OLT) across the duration of this plan.</td>
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<td>• Establish scholarships to improve Teaching and Learning practices.</td>
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</tbody>
</table>
Batchelor Institute
of Indigenous Tertiary Education
Research, Teaching and Learning Division

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