This document provides an outline of the key capabilities of Batchelor Institute in response to the Australian Government’s Remote Jobs and Communities Program 2013-2018
Introduction

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.

Vocational Education and Training

Key areas of focus:
- Remote delivery
- Industry areas aligned to remote community employment opportunities
- Foundation, literacy and numeracy and employability skills
- Pathways to Higher Education
- Collaborative partnerships
- Youth

Remote delivery

An increased amount of delivery is being undertaken remotely in response to community demand, to better align programs to community aspirations and to gain increased community ownership.

Industry areas aligned to remote community employment opportunities.

VET programs are aligned to remote employment opportunities including Education Support Worker, Children's Services, Community Services, Construction/Civil Construction, Aboriginal and Torres Strait Islander Health Worker and Conservation and Land Management.

The Institute is also delivering training in Art, Media, Social Housing, Languages, Family Well Being, Health Support and Business to meet community expectations and as engagement programs.

Foundation, literacy and numeracy and employability skills

Batchelor has worked hard to establish itself as an RTO with considerable expertise in addressing the foundation, literacy and numeracy and employability skills of learners.

Examples include a very successful mines pre-employment and the Digilink programs.

Pathways to Higher Education

The Institute has increased the amount of delivery it undertakes at AQF Level 3 and higher and this includes Certificate IV and Diploma programs in Education Support Worker and Aboriginal and Torres Strait Islander Health Worker programs which will provide articulation into Education and Nursing Higher Education programs.

Collaborative Partnerships

Batchelor is endeavouring to undertake the majority of delivery in collaboration with other organisations such as CDEPs, JSAs, local government, government agencies, key Indigenous organisations or industry. This will maximise the resources available to support training, develop more effective engagement and delivery models and ensure that there are employment or further education or training opportunities for participants resulting from the training undertaken.

Higher Education

Batchelor has developed a new enabling program, Preparation for Tertiary Success aimed at providing an appropriate pathway into Higher Education for Indigenous learners. The program is very suited to remote Indigenous learners.

Batchelor has entered into a collaborative partnership with Charles Darwin University for the joint delivery of undergraduate programs with a focus on nursing, teaching and Indigenous Knowledges.

Strengthening Foundations

<table>
<thead>
<tr>
<th>Individuals are more likely to engage in the broader economy when they’re healthy, live in safe, well-run communities and when welfare and taxation policies are designed to support participation</th>
<th>How we address this building block</th>
</tr>
</thead>
</table>
| Encourage responsibility for homes | • Certificates III, IV Social Housing  
• Certificates II, III Indigenous Environmental Health  
• Certificates II, III Health Support Services |
| Ensure infrastructure investments support economic development | • Digilink - 10 week block ‘getting and staying connected’ |
| Increase access to new information technology |  |
| Improve essential infrastructure | • 10 purpose built BIITE study/learning centres:  
- Nyirripi  
- Airliepa  
- Borroloola  
- Gunbalanya  
- Maningrida and Ngukurr  
- Wadeye  
- Angurugu  
- Pirlangimpi  
- Lajamanu |
| Improve access to health services | • BIITE established model clinics at Batchelor and Alice Springs campuses with equipped laboratory resource for students from remote communities |
| Improve health infrastructure |  |
| Support an expanding Indigenous health workforce | • Certificate II, III, IV Aboriginal and Torres Strait Islander Primary Health Care  
• Certificate II, III Health Support Services  
• Certificate II, III Indigenous Environmental Health - Applying First Aid  
• Professional working relationship with FaHCSIA |
| Improve access to primary health care | • Community based training in urban & remote:  
- Certificate II, III, IV Primary Health Care with both Practice and Community Care streams  
- On-the-job assessments (urban & remote) |
| Support safe communities | • Mandatory BIITE staff ‘bche’ cards |
| Improve community safety |  |
| Support strong leadership | • MCANT partnership Mines pre-employment program |
| Strengthen capacity of Indigenous leaders |  |
## Economic Development

Economic development relies on peoples’ ability to participate in the economy. All Australians must have access to high quality education and opportunities for training.

### How we address this building block

<table>
<thead>
<tr>
<th>Improve school readiness, school attendance and educational outcomes</th>
<th>How we address this</th>
</tr>
</thead>
</table>
| Improve access to early childhood education | • Certificate III, IV Children’s Services  
• Bachelor of Teaching & Learning (Early Childhood)  
• RRACSSU on-the-job assessments, skills and knowledge based training for local employees |

<table>
<thead>
<tr>
<th>Improve school attendance levels</th>
<th>How we address this</th>
</tr>
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<tbody>
<tr>
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<td>• BIITE professional development workshops in embedding Indigenous Australian cultural perspectives</td>
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</table>

<table>
<thead>
<tr>
<th>Improve Indigenous literacy and numeracy outcomes</th>
<th>How we address this</th>
</tr>
</thead>
</table>
| | • Certificate I, II, III Spoken & Written English  
• Certificate I Work Preparation  
• Certificate II Education & Skills Development  
• Certificate III, IV & Diploma Education Support  
• LLN support to students - practical projects aligned to specific VET courses:  
  • Certificate II Construction  
  • Certificate II Sport & Recreation  
  • Certificate I, II, III Business  
  • Certificate I Conservation & Land Management  
  • Certificate II, III Indigenous Environmental Health  
  • Certificate III Aged Care  
  • Certificate II, III Health Support Services  
  • Certificate I, II Aboriginal and Torres Strait Islander Cultural Arts  
  • Certificate I, II, III Visual Arts & Contemporary Craft  
  • Certificate II Creative Industries (Media) |

<table>
<thead>
<tr>
<th>Improve Indigenous educational outcomes</th>
<th>How we address this</th>
</tr>
</thead>
</table>
| | • Contextualised place based embedded LLN into all VET courses  
• Remote, rural and urban based training aligns with employment pathways |

<table>
<thead>
<tr>
<th>Improve teacher quality</th>
<th>How we address this</th>
</tr>
</thead>
</table>
| | • Delivery of ‘high achiever’ scholarships to staff  
• 40 year history in the provision of innovative educational pathways which fosters skills, knowledge and qualifications in:  
  • Certificate III Education Support  
  • Certificate IV Education Support  
  • Diploma Education Support IV  
  • Bachelor Teaching (Primary) |

## Education Development

Improving school readiness, school attendance and educational outcomes

### Encourage Indigenous families and communities to be involved in their children’s education

- RRACSSU promotion of parental involvement through:
  - Remote community childcare centres
  - Support of trained Indigenous assistant teachers within remote communities

- Close and regular liaison with the NTIEC

- PaCE program in place, addressing:
  - readiness for school
  - engagement and connections
  - attendance
  - literacy and numeracy
  - leadership
  - quality teaching and workforce development
  - pathways to real post-school options

### Support successful transitions from school to work

- BIITE annual timetable of participation in regional careers days, expos, festivals for provision of education and pathways information

- Provide opportunities for work, scholarships, cadetships and mentoring

### Improve access to Higher Education

- VET in Schools:
  - Construction
  - Horticulture
  - Conservation & Land Management
  - Community Services
  - Aged Care
  - Children’s Services
  - Youth and Education work focus

- PTS program – specialised to Indigenous learning needs
- Away from base funding
- ITAS
- Workshop mode of delivery
- Clear pathways from foundation through VET to Higher Education
- Clear pathways from para professional to professional
- ACIKE partnership with CDU for Higher Education delivery
- Focus to increase number of students in undergraduate programs

### Support successful transitions from school to work

- Encourage and support students to build their aspirations for life after school

- Provide opportunities for students to access school based vocational education and training. Our trainers specialise in training Indigenous students challenged by low literacy and numeracy skills and have English as a second or third language.

- BIITE education and training scholarships
- Tutorial services for mentors, working with key service providers to support BIITE training, i.e. Shire Councils and job network providers
Business and Entrepreneurship

Business is the backbone of the economy. Self-employment allows direct participation in markets and can offer opportunities for wealth creation.

Support the growth of the Indigenous business sector:
- Improve support and advisory services for Indigenous enterprises
- Encourage skills development
- Build our knowledge base of the Indigenous business sector
- Improve access to finance and business support
- Ensure government support to Indigenous business owners meets their needs
- Remove barriers to accessing finance
- Encourage private-sector partnership
- Increase private-sector commercial engagement with the Indigenous business sector
- Support private-sector partnerships
- Increase economic outcomes from government investment
- Increase the use of Indigenous businesses through government procurement

1. Social Enterprise
   Through its partnership with CAT, a Social Enterprise Hub has been established at the DPC.
   The Social Enterprise Hub is well positioned to support Remote Service Providers and Indigenous clan groups to develop social enterprise concepts and source funding support from interested private-sector organisations.
   The Social Enterprise Hub is also developing the capability to provide ongoing support to social enterprises to assist them to achieve ongoing sustainability.
   These services could be coordinated through a Resource Unit.

2. Skills Development
   Batchelor, with its partners CAT in Central Australia and TAFESA, has developed considerable expertise in delivering work readiness and foundation skills training aligned to a business aspiration that positions participants to subsequently successfully undertake formal vocational education and training that leads to skills development.
   As an example, the most recent Mines pre-employment program delivered in partnership with the Minerals Council, Northern Land Council, DEEWR, Charles Darwin University and several mining companies had 14 women commence the program, 14 successfully complete and 14 move into employment in the mining industry.

3. BIITE Social Enterprise Business Partnerships:
   - Social Enterprise Hub at DPC Alice Springs (BIITE partnership with CAT)
   - BIITE Business Development Policy and Planning Group
   - Ironbank – developing students to gain employment and negotiating with INPEX
   - MCANT – Mines pre-employment Training at BIITE
   - Northern Land Council
   - Central Land Council
   - DEEWR
   - Charles Darwin University
   - Northern Territory Correctional Services
   - NTG

How we address this building block

Financial Security and Independence

Financial security gives people choices and provides the stability individuals and their families need to plan for the future.

Increase home ownership to build financial security, personal and family wealth
- Support the transition from tenancy to home ownership
- Improve access to mainstream financial services for home loans

Increase savings and financial management skills
- Improve access to money management and financial counselling support
- Provide incentives for savings
- Improve access to fair and affordable credit
- Improve access to mainstream financial services and banking products

Support Indigenous Australians to get the most out of their assets
- Support effective native title settlements
- Ensure land and native title payments benefit future generations
- Ensure leasing, access and planning arrangements support economic development
- Support Indigenous Australians to identify and develop economic opportunities
- Improve the protection of Indigenous Australians’ intellectual property rights

How we added this building block

- Certificate I, II Education & Skills Development units of Financial Management embedded in many BIITE VET training programs
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- BATSIA
- Diploma Indigenous & Creative Writing
- Batchelor Press publishing and printing unit works extensively on publishing Indigenous language titles to ensure protection of Indigenous Australian intellectual property rights
- BIITE currently developing progressive Copyright Policy that incorporates sovereign protection of Indigenous Australians intellectual property rights

3. BIITE Social Enterprise Business Partnerships:
   - Roper Gulf Shire
   - Central Desert Shire
   - Barkly Shire
   - Thamarrurr Development Corporation
   - Tangentyere
   - JobFind
   - BHP
   - Tiwi Islands Land Council
   - St Johns
   - RRACSSU

Support Indigenous Australians to get the most out of their assets
**How we address this building block**

**Support job readiness**
Improve vocational education and training to deliver skilled workers

- Access to entry and Certificate level VET courses – community and urban based settings
- School based VETiS courses:
  - Construction, Horticulture, Conservation & Land Management
  - Community Services: aged care, children services, youth & education work focus
- Access to additional skills (First Aid, White Card – Industry Safety course)
  - Certificate IV Training & Assessment
  - LLN, foundation and work readiness courses embedded into VET courses
- VET courses for regional delivery resource assistance through 2-3 year partnership agreements
- Long term professional relationships maintained with most NT remote and urban based Aboriginal and Torres Strait Islander communities/organisations:
  - Strong focus on industry skills: Certificate I Conservation & Land Management supports local Sea Rangers, Coast Guards, Caring for Country programs
  - Certificate II Sport & Recreation – supports local sports, festivals and event management
  - Certificate I, II Construction – supports local building projects
  - Certificate III, IV, Diploma Education Support - supports professional qualification for assistant teachers
  - Certificates Community Services/Children Services support childcare centres; out of school care
- Trainers with Certificate IV Training & Assessment aligned to all VET courses.
- On-the-job assessments with participants/workplace supervisors in community health centres, schools, childcare centres in:
  - Certificate III, IV Primary Health Care (Practice)
  - Certificate III, Diploma Education Support
  - Certificates I – IV Community Services (Children’s Services)

**Provide support to industries and regions experiencing skills shortages**

- Respond to, source info on regional skills shortages, from the following:
  - Training Advisory Councils (NT), professional network groups i.e. TEETN, CAETN and NTIEC
  - Engagement with industry groups via Institute course development and accreditation committees
  - Deliver Certificate IV Training & Assessment to various communities/organisations (supervisors) to support skills development

**Provide more support to disadvantaged Australians to get skills**

- Entry level literacy & numeracy, work readiness, foundation skills
- LLN support embedded in all VET courses
- Work readiness and foundation skills through a variety of innovative engagement strategies:
  - Digilink
  - Sport & recreation
  - Mines pre-employment
  - BIITEBUILD
  - PTS
  - Tutorial assistance
  - Scholarships
- Provision of community based training: Maningrida, Ngukurr, Borroloola, Nyirripi, Arlparra and Gunbalanya. All furnished with the appropriate technology to support community based training
- Formal partnerships with Indigenous organisations [see Social Enterprise section]
- Purpose built learning centres at several locations including:
  - Pirlangimpi
  - Nyirripi
  - Arlparra
  - Lajamanu

**Increase assistance to Australian apprentices**

- Support Australian apprenticeships VET courses:
  - Certificate I Conservation & Land Management
  - Certificate III Primary Health Care, Certificate IV Primary Health Care (Practice)
  - Certificate III Children’s Services
  - Certificates III, IV Education Support
  - Work with Tiwi Islands Training & Employment Board and NT Government officers within the Department of Business to support students undertaking apprenticeships

**Provide Indigenous Australians with the training needed to take up local jobs**

- Participate in community driven Futures’ forums, expos and career days
- Regular schedule of recruitment drives with:
  - Shires
  - Training Employment Boards
  - Community organisations
  - Job Network providers
- Ongoing communication with all communities/organisations within 6 Top End, 1 Barkly and 2 Central Australian Shire regions to record/enrol participants into tailored training
- Respond to relevant training aspirations which align with current/future jobs through these networks:
  - TEETN
  - CAETN
  - NTIEC
  - TAC's

**Skills Development and Jobs**

Jobs are the pathway to greater economic participation, financial security and independence

- Support job readiness
- Increase assistance to Australian apprentices
- Provide Indigenous Australians with the training needed to take up local jobs
- Provide support to industries and regions experiencing skills shortages

Jobs are the pathway to greater economic participation, financial security and independence

- Support job readiness
  - Improve vocational education and training to deliver skilled workers
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**Skills Development and Jobs …Continued**

**Improve employment services to increase participation**

*Increase assistance and training for disadvantaged job seekers*

- Negotiated education and training partnership agreements with:
  - Community organisations
  - Shires
  - Employment & Training Boards
  - Aboriginal Associations
  - Job Network Providers
- Alignment of BIITE courses to community development & action plans via JSA & CDEP
- Strategic negotiations with community organisations (youth groups, disabled centres) and employees of Indigenous Australians
- Strategic focus on working in partnership with JSA and CDEP to deliver training and cost share
- Regular schedule of remote recruitment drives to remote Aboriginal communities

**Provide Indigenous job seekers with mentoring support when starting work**

- Promote local community members to take on mentor roles
- Partnerships through the NT Wraparound Services Demonstration Model project 2012 – 2014 to facilitate VET reform agenda in the NT – enhance transition of job seeker engagement with training to employment

**Ensure participation and employment services are tailored to remote circumstances**

- Strategic and strong partnerships with industry and remote community [see Social Enterprise section]

**Trial place-based initiatives in areas of significant disadvantage**

- Build on existing partnership to trial/fund Tiwi Islands Training Coordinator position for 6 months
- CDEPRU works closely with Faculty staff to coordinate/deliver a number of its services
- WETT Learning Centre in partnership with Batchelor Institute and FaHCSIA: based in 3 communities: Nyirripi, Lajamanu, Willowra

**Assist more Indigenous Australians to secure and retain a job**

*Encourage employers to develop strong partnerships with Indigenous Australians and local employment service providers*

- CDEPRU regular liaise with all stakeholders promoting sustainable partnerships which encourage training for local employment opportunities
- Participation in NT and Commonwealth government Futures events
- Training delivery community-based or on campus builds capacity to engage in place based employment in partnerships with schools, health centres, Shire Councils
- Regular interaction with JSAs
- Strategic and strong industry partnerships [see Social Enterprise section]

**Support inclusive and culturally aware Australian workplaces**

- Mandatory cultural awareness induction for all BIITE staff
- Wraparound services support for employers/businesses to develop culturally inclusive workplaces
- Strategic programs/support services and research to support culturally inclusive Australian workplace
- Collaboration with Charles Sturt University, Western Institute of TAFE and Riverina Institute to develop a resource for early childhood teachers, mentors, trainers in remote communities

**Promote best practice in Indigenous employment and retention**

- BIITE employed Indigenous Australians qualified to work in specific discipline fields – supported with skills and professional development
- BIITE research/evaluation services add to the body of knowledge of good practice in Indigenous education, employment and retention (BHP Billiton socioeconomic analysis project)

**Support people moving from remote Indigenous communities to pursue training and employment opportunities**

- Delivery of nationally accredited courses/training for Indigenous Australians to obtain employment in any Australian setting:
  - Nursing
  - Teaching
  - Health workers
  - Teacher Assistants
  - Aged Care workers, Construction
  - Land Management workers
  - Childcare workers
  - Mining careers
  - Abstudy assistance
  - Tutorial support
  - Travel support

**Increase public sector employment of Indigenous Australians**

- Promotion through professional networks (TEETN, CAETN, NTIEC)
- BIITE graduates in NTPS/other public sectors across Australia in range of professions and careers
  - 2009 – 2012: 56 graduates immediately employed by public sector organisations (Teaching (54); Nursing (22))
- BIITE partnerships with NT Departments of Health, Education & Training, Children & Families delivered accredited training to achieve formal qualifications to over 300 NTPS Indigenous employees

*Strengthening identity, achieving success and transforming lives*
Acronyms

ACIKE - Australian Centre for Indigenous Knowledges & Education
BATSIA - Batchelor Aboriginal & Torres Strait Islander Advocacy
BIITE - Batchelor Institute of Indigenous Tertiary Education
CAETN - Central Australian Education & Training Network
CAT - Centre of Appropriate Technology
CDU - Charles Darwin University
DPC - Desert Peoples Centre
ITAS - Indigenous Tutorial Assistance Scheme
LLN - Literacy Language & Numeracy
MCANT - Mineral Council of Australia Northern Territory
NTIEC - Northern Territory Indigenous Education Council
NTPS - Northern Territory Public Sector
PaCE - Parental and Community Engagement
PTS - Preparation for Tertiary Success
RJCP - Remote Jobs and Communities Program
RRACSSU - Remote Area Children's Services Support Unit
TEETN - Top End Education & Training Network
WETT - Warlpiri Education & Training Trust

NOTE
Department of Business was Department of Business and Employment prior to September 2012