

**3<sup>RD</sup> National Indigenous  
Employment in Local  
Government Roundtable**  
*Cross Border Local Government  
Perspectives: NT, QLD, PNG.  
Similarities and Differences and  
Reflections on Mentoring  
1-4 December 2013*

**John R Japp**, BBus. MEd. CEng. MIMarEST. CEO East Arnhem Council

# East Arnhem Shire Council



Area (square kilometres) - 33,302

Population - 12,000

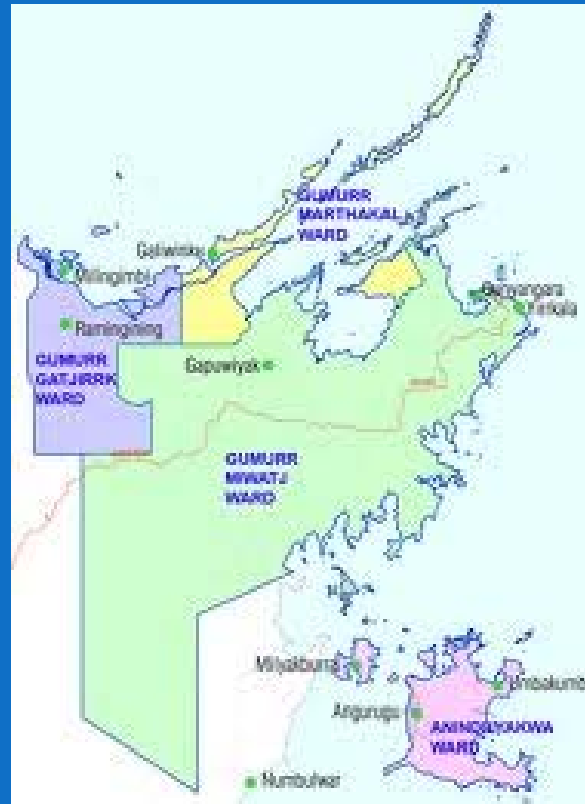
Climate - tropical

Length of roads - 1,238km

Expenditure - \$46M

Number of staff - 342

# East Arnhem Shire Wards



# Where to Start?

“The place where change can happen”

Quote from 1994

(p. 11. National Local Government Indigenous Employment Position Paper, November 2012.)

# Change both International and National

**Post Compulsory Education and Training (VET)**

**Coordinating Diversity;  
Directions for Post Compulsory School Education  
in Queensland.**

**August 1996**

# Summary of Recommendations

**Principle 2: The curriculum available to students at both government and non-government schools provides:**

- **The best possible balance of practical experience, abstraction and reflection;**
- **The opportunity to develop a range of intellectual, technical, operational and workplace skills, including the employment related Key Competencies;**
- **A sound basis for developing values and attitudes appropriate to a student's future participation in a democratic society and their understanding of the world of work.**



# PNG Maritime College



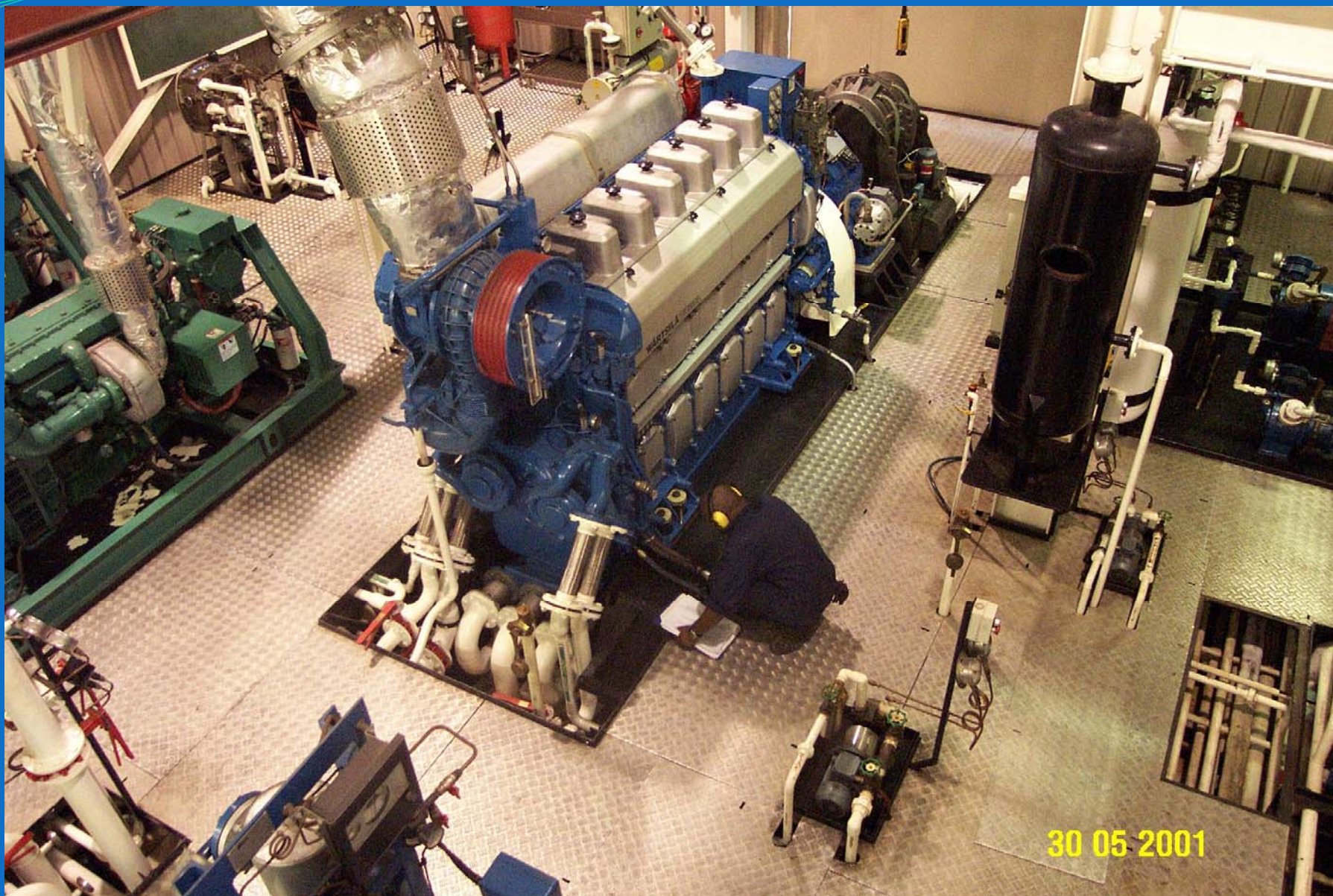


# Indicator Cards





# Main Engine Logs





# Fuel and Lube Oil Purifiers



13 06 2001



# Repacking Boiler V/V Glands



# Completion of Boiler Inspection





# Back to Coordinating Diversity Report

*“Retention rates to years 11 and 12 from Aboriginal and Torres Strait Islander communities tend to be low, possibly because the students perceive little relevance in the school curriculum and are not comfortable with a tightly structured learning environment. During consultations associated with this report, representations from some Aboriginal and Torres Strait Islander communities stated that it is important for their students to be taught the standard curriculum, but for it to be taught in a manner that utilises the natural environment, involves group communication and emphasises the practical application of theory”. (p.60)*

# Back to Coordinating Diversity Report

“Submissions from the community indicated the need for a more holistic approach to assessment which can provide for convergence by measuring knowledge, understanding and competencies through integrated problem solving and team projects. The dominance of pen and paper assessment items and the need for assessment practices to better match the different learning styles of young adults was also raised”. (p.60)

# Northern Territory and Queensland



# Where are we?





# Opportunities



Animal Welfare

Umbakumba Radio



# Opportunities



# Opportunities





# Opportunities



Aged Care

Night Patrol





# Opportunities



MSO's Training

Goal to Jobs





# Opportunities



Animal Welfare



Libraries

# Opportunities



Tourism





# Remoteness and Isolation



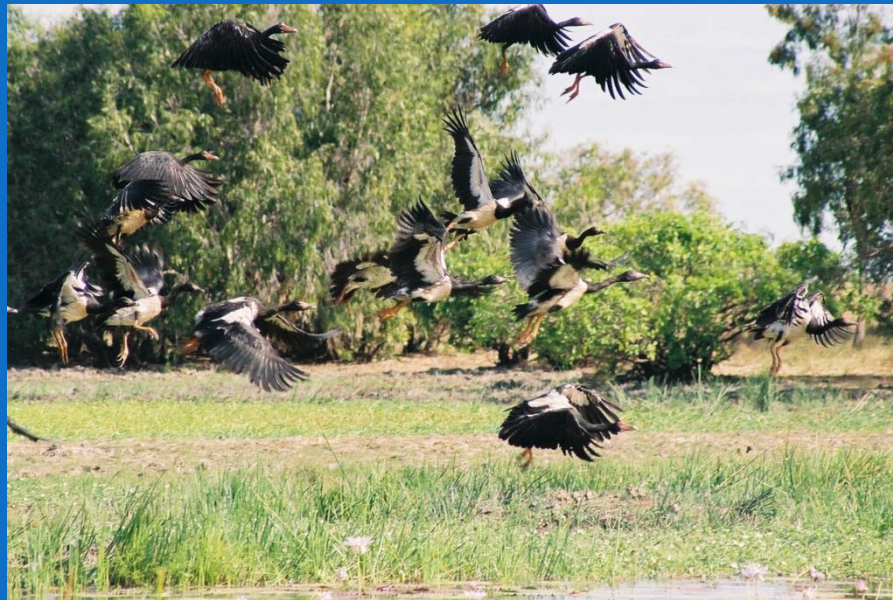


# Remoteness and Isolation





# Remoteness and Isolation



# Forwards

- School based apprenticeships and traineeships
- Centrelink Model
- LG develop close association with schools and in particular Boarding schools
- State, Territory and Federal Government opportunities
- Partnerships with small business and industry
- LLN through WELL programmes
- Mentoring and support
- Workplace understanding and assistance



# Conclusion

- Think laterally
- Make opportunities
- Grab opportunities as they appear
- Stay focussed
- Don't get discouraged

# Questions and hopefully answers?

