



# Closing the Gap Solution

## Program Review & Recommendations

Australian Training Alliance  
February 2011



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# Executive Summary

## Background

Australian Training Alliance (ATA) was established in 2005 to provide high quality and professional training, workforce preparation and employment brokering services particularly to disadvantaged job seekers throughout Australia. The organisation is presently contracted to deliver Indigenous Employment Program (IEP) services on behalf of the Australian Government in the Southern Region of Adelaide.

In recognition of the organisation's ability to achieve high quality performance standards and successful training and employment outcomes, the company occupies a position on the following key Government panels to provide service solutions to address the plight of disadvantaged job seekers within our society:

- Indigenous Employment Panel, Department of Education, Employment and Workplace Relations (DEEWR),
- Innovation Panel, DEEWR
- Employer Broker Panel, DEEWR
- Flexible Learning Options Preferred Provider, Department of Education & Children's Services, South Australia,

As a Registered Training Organisation, ATA's core training services are primarily concentrated on meeting the needs of three key service areas;

- Accredited leadership programs to develop people management skills in the workplace
- Accredited training and workforce development solutions for the mining sector
- Accredited training and employment brokering for the commercial cleaning sector.

Being a provider specialising in these sectors, ATA have an extensive network of key stakeholders and a proven capability of supplying trusted services to these sectors.

## The Challenge

The Apology to Australia's Indigenous People in 2008 and the first Closing the Gap Report from the Honourable Prime Minister Rudd in February 2009 created the opportunity for a fresh beginning for Indigenous and Non-Indigenous Australian.

Late in 2008, Australian Governments took a new approach. They agreed to work towards six clear and specific targets to significantly reduce the gap in life expectancy and opportunities between Indigenous and non-Indigenous Australians. This Program Review Report focuses solely on Indigenous Workforce Participation and acknowledges that other factors such as health and early childhood development, contribute greatly to this issue.

This Report also provides recommendations towards solving some of the chronic employment issues facing Indigenous people in South Australia. It draws on published data and the expertise of ATA as a reputable service provider delivering outcomes for Indigenous Australians. It also argues that the poor employment rate in South Australia's Indigenous population can be considerably reduced and that there is a direct correlation between:

- a) reducing the habitual social and emotional barriers entrenched in many Indigenous Australians with,
- b) the increase in their employability / job readiness and workforce participation

Many of the poor employment outcomes for Indigenous Australians are related to:

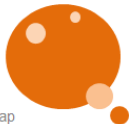
- social and economic factors;
- unresolved social and emotional issues;
- unresolved family breakdown;
- chronic interpersonal fear and self esteem issues;
- exposure to domestic violence;
- criminal and anti-social behaviour;
- substance abuse;
- inactive community participation
- excessive accommodation overcrowding
- transport and drivers licence related issues
- and unhealthy lifestyle choices

It is also the intention of this paper to demonstrate that this innovative model developed and trialled by ATA, can provide significant evidences to warrant an extension of the funding arrangements.

## Recommendations

The **ATA Closing the Gap Solution Model** (pilot project) has been trialled with overwhelming success. The program outcomes have been delivered in 52 days over an 8 month period revealing the following key outcomes:

- **98% of job seekers were identified as needing intensive support to address their barriers to employment;**
- **78% of job seekers chose to utilise the additional support services offered by ATA to address their barriers;**
- **33% of highly marginalised Indigenous job seekers are sustaining full employment;**
- **20% of job seekers with significant chronic social and emotional barriers, were able to become 'job ready' within the short duration of the program**



This report highlights the components of the Model in detail and provides a thorough analysis of the profiles of 40 Indigenous job seekers from the Southern Adelaide region who participated in this pilot project.

It is our recommendation, that this Model continue, be considered for expansion by the Department of Education, Employment & Workplace Relations and also be used as an example to drive national policy addressing Indigenous disadvantage in Australia.

# The Need for Change

As the Closing the Gap Report 2010 refers, for decades, successive Commonwealth, State and Territory Governments have neglected to assume responsibility for inadequate housing and services in remote communities. They have also provided inadequate health, education and community services to many Indigenous people in regional and urban areas.

The gap between Indigenous and non-Indigenous life expectancy at birth was estimated at 17 years (ABS Deaths Australia 2005, ABC CAT 3302.0, ABS; Canberra); Indigenous children in Western Australia, South Australia and the Northern Territory were 3.6 times more likely to die before they reached the age of five than non-Indigenous children (ABS Deaths Australia, unpublished data, ABS Canberra); almost one in 10 dwellings in remote and very remote Indigenous communities was in need of major repair or replacement ( ABS 2007 Housing and Infrastructure in Aboriginal and Torres Strait Islander Communities, Australia, 2006, ABS CAT 4710.0, ABS Canberra).

In 2006, only 47.4 per cent of Indigenous young people had attained Year 12 or equivalent (ABS 2006 Census of population and housing). The employment gap between Indigenous and non-Indigenous Australians aged 15–64 stood at around 21 percentage points in 2008. In other areas, such as literacy and numeracy, comparable national data did not exist, though a large gap in achievement between Indigenous and non-Indigenous students was evident (Department of Education, Employment and Workplace Relations). Without a sound evidence base it was impossible to understand what was and what was not working well; and impossible to track our progress, in closing the gap on Indigenous disadvantage.

In November 2008, for the first time, Australian Government's took a new approach. They agreed to work towards six clear and specific targets to significantly reduce the gap in life expectancy and opportunities between Indigenous and non-Indigenous Australians.

Amongst a wide range of Commonwealth and State Governments initiatives for Indigenous employment, the reformed Indigenous Employment Program (IEP) objective is to increase Indigenous Australian employment outcomes and participation in economic activities, contributing to the Government's commitment to halving the gap between Indigenous and non-Indigenous employment outcomes within a decade. The IEP is delivered through the Australian Government and is the key strategy within the Council of Australian Governments (COAG) National partnership agreement for Indigenous economic participation that was signed in 2009. The IEP supports a broad range of activities that are responsive to the needs of employers, Indigenous Australians and their communities. Support has been made available for activities that help to achieve the objective of the IEP and that offer value for money. In July 2009, DEEWR appointed ATA as a Provider to the Indigenous Employment Panel. ATA is contracted to deliver training and workforce preparation services to Indigenous job seekers in the Southern Adelaide region.

Observing the desperate need to give Indigenous job seekers more holistic support services, ATA sought DEEWR approval to extend the provision of services, to maximise the IEP initiative by implementing a unique element to the traditional “run of the mill” programs. The **ATA Closing the Gap Service Solution** has been trialled as a model to specifically address these barriers by mobilising trusted, professional resources at the ‘coal face’ to break the cycle of chronic intergenerational disadvantage. The program, delivered in 52 days over an 8 month period has now concluded. This report highlights the components of the Model in detail and provides a thorough analysis on the profiles of 40 Indigenous job seekers in Southern Adelaide.

# Closing the Gap Solution – Objectives

The strategic goals and objectives of the **ATA Closing the Gap Service Solution** are to:

- ❑ Address the critical ‘gaps’ by engaging Indigenous job seekers in current mainstream job services, to increase sustainable training and employment pathways
- ❑ Explore and implement a sustainable, long term model that could be expanded to support the wider Indigenous community throughout areas of critical need in South Australia and/or Australia
- ❑ Provide a holistic approach to support highly marginalised Indigenous job seekers incorporating social and emotional support
- ❑ Micro-manage an early intervention and intensive support program to address the significant social, emotional and educational barriers that confront Indigenous job seekers
- ❑ Be pro-active in building a significant database of screened, competent ‘job ready’ Indigenous job seekers throughout the Southern Adelaide region, capable of meeting the employment opportunities provided for Indigenous Australians.

Importantly, the **ATA Closing the Gap Service Solution** aligns with a variety of key objectives of the DEEWR Indigenous Employment Program Guidelines. In particular, the ATA solution addresses the following;

- ❑ The objective of the IEP is to increase Indigenous Australians’ employment outcomes and participation in economic activities (*IEP Guidelines, July 2009, p 5*)
- ❑ Encourage and support Indigenous Australians to take up training and employment opportunities (*IEP Guidelines, July 2009, p 5*)
- ❑ Engage with Indigenous communities and develop local and regional strategies to assist people into jobs and business (*IEP Guidelines, July 2009, p 7*)
- ❑ Provide and receive mentoring support and career guidance (*IEP Guidelines, July 2009, p 7*)
- ❑ Recognise achievements in Indigenous employment and training and promote successful models (*IEP Guidelines, July 2009, p 8*)

# The Model

The **ATA Closing the Gap Service Solution** provides for specialist and intensive professional support services, to complement existing case management arrangements that may be provided to an Indigenous job seeker through a Job Services Australia (JSA) provider. These services also capture and engage those Indigenous job seekers who are not connected with a JSA provider. Some Indigenous job seekers do not ‘trust’ external JSA providers and as such, this Model, re-engages the job seeker into a stable training and employment driven support framework.

It must be disclosed that the case load of clients that ATA support are those from a highly marginalised background, facing significant social, emotional and educational barriers but in many cases, is reflective of the greater Indigenous population.

The Model is characterised by providing the following core services:

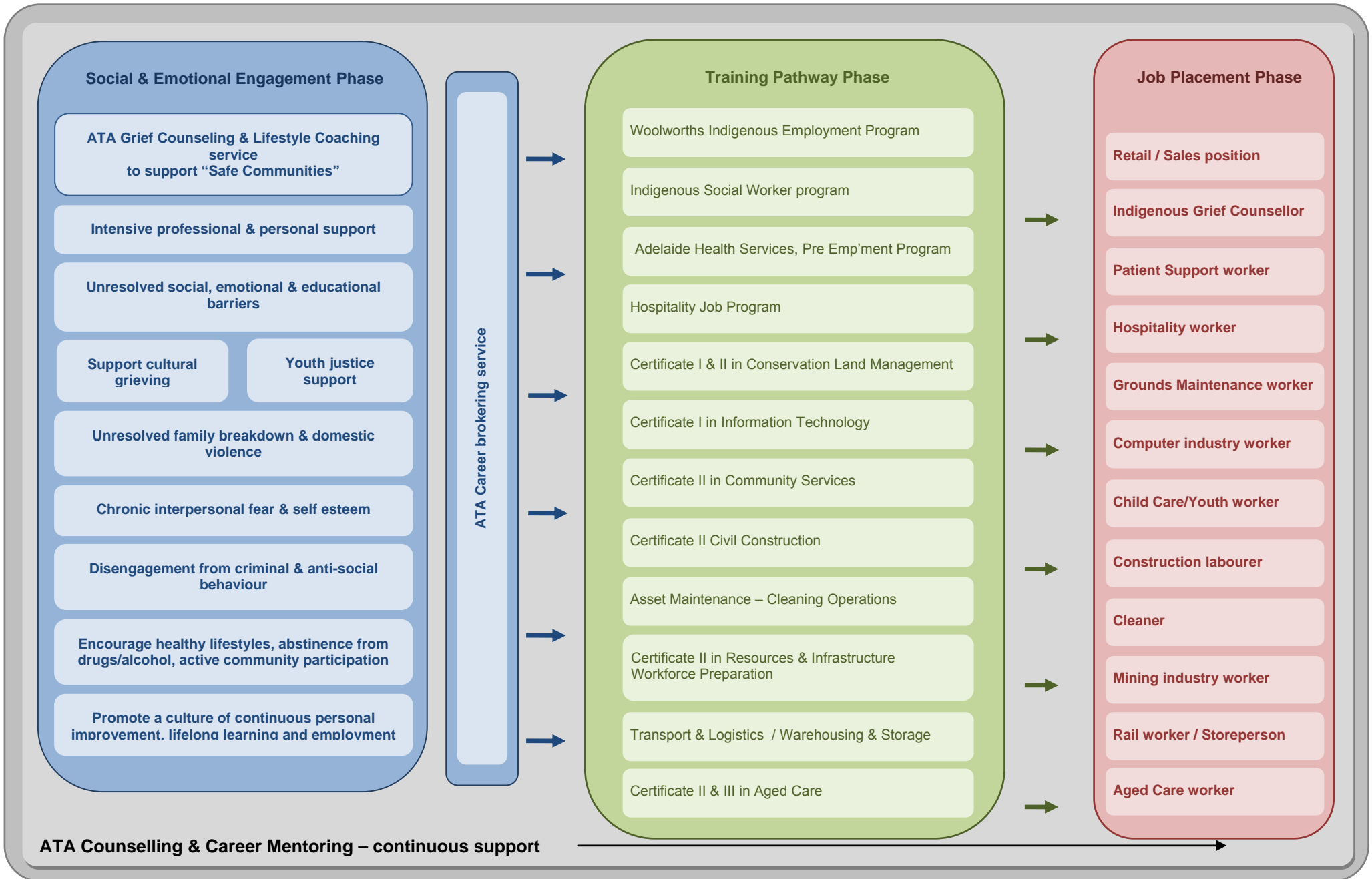
Service	Details of ‘Value Add’ Initiative
Grief Counselling	<ul style="list-style-type: none"> <li>• Run <b>BY</b> a reputable Indigenous Grief Counsellor, specifically <b>FOR</b> Indigenous job seekers.</li> <li>• To provide professional early intervention and intensive personal support and holistic strategies to:               <ul style="list-style-type: none"> <li>○ Address unresolved social, emotional and educational barriers</li> <li>○ Address unresolved family relationship breakdowns</li> <li>○ Address chronic interpersonal fear, self esteem and confidence issues</li> <li>○ Support cultural grieving processes</li> </ul> </li> </ul>
Lifestyle Coaching	<ul style="list-style-type: none"> <li>• Run <b>BY</b> reputable Indigenous mentors, specifically <b>FOR</b> Indigenous job seekers.</li> <li>• Use high profile Indigenous role models to connect with and engage Indigenous clients</li> <li>• Encourage healthy lifestyle choices, abstinence from drug/alcohol abuse</li> <li>• Disengagement from criminal and anti-social behaviour</li> <li>• Promote benefits of strong and active community participation</li> <li>• Promote positive family interaction and support</li> </ul>
Career Brokering	<ul style="list-style-type: none"> <li>• Engage clients in a ‘client driven’ training pathway which leads to meaningful sustainable employment in key areas of their desired career pathway</li> </ul>
Ongoing Counselling & Mentoring support	<ul style="list-style-type: none"> <li>• Maintain connection with clients throughout the training and employment cycle to monitor social and emotional needs and maintain balance and stability</li> </ul>

The **ATA Closing the Gap Service Solution** Model is a unique innovation and is known to be the only Model of its type currently in operation nationally. Before the approval of this pilot project there was no service solution that specifically addressed the complete holistic approach of targeting the social and emotional barriers that are detrimental to achieving sustainable educational and employment outcomes. Resolution of long-term social and emotional barriers is imperative to reducing the gap to Indigenous disadvantage.

As a result of addressing the need for change, the Model was developed after extensive research and utilising data from ATA training performance indicators. The **ATA Closing the Gap Service Solution** Model has been carefully designed to provide a comprehensive plan to transition Indigenous job seekers into sustainable employment and a stable quality of life.

Please find listed on the following pages, some diagrams which best explain the foundations of the Model in greater depth:

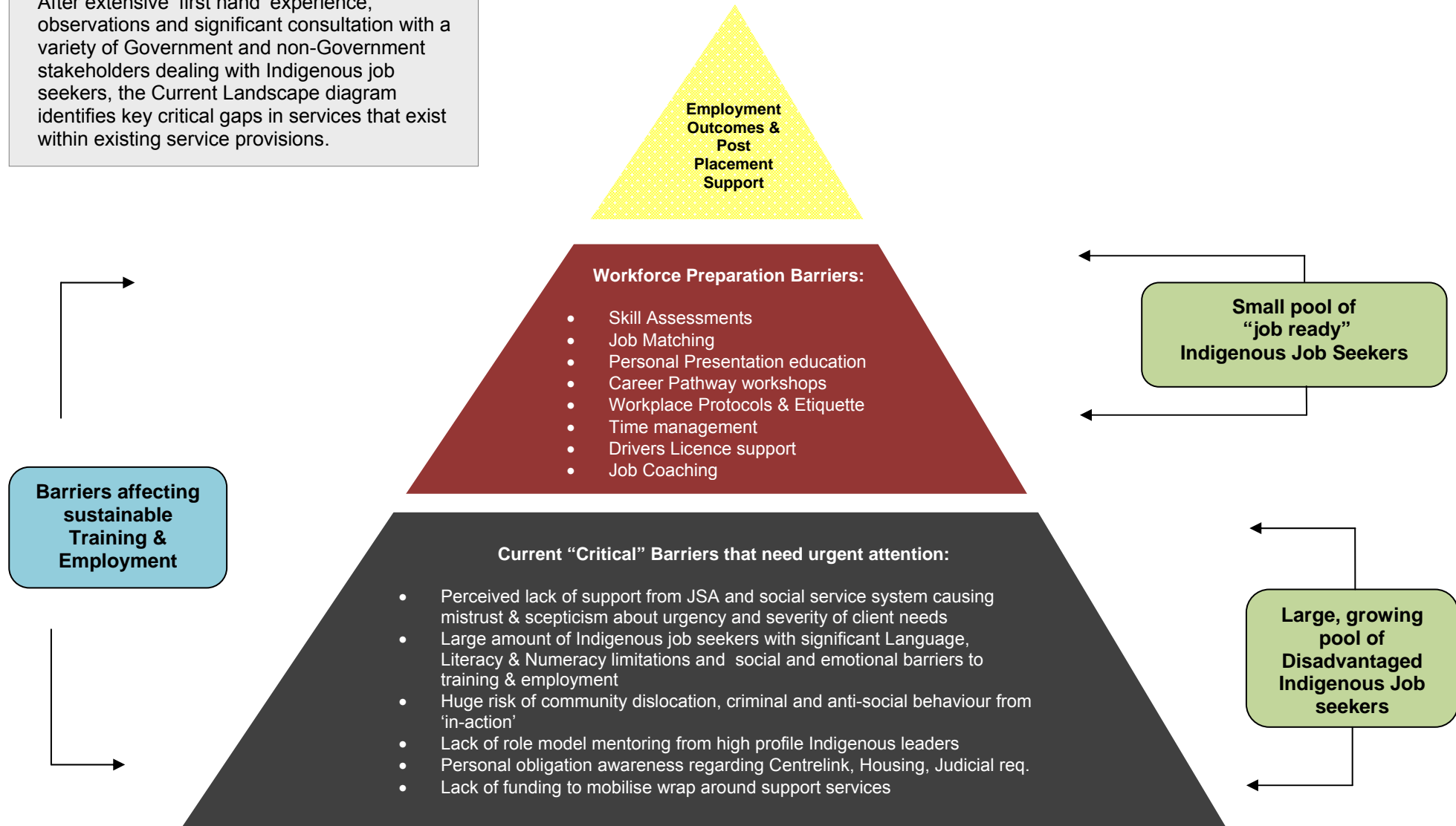
The diagram below illustrates the transition of ATA services, leveraging local training and employment networks to achieve successful job outcomes.



## Current Landscape

After extensive 'first hand' experience, observations and significant consultation with a variety of Government and non-Government stakeholders dealing with Indigenous job seekers, the Current Landscape diagram identifies key critical gaps in services that exist within existing service provisions.

## Current Landscape



# ATA Model

## ATA Model

The ATA Model gives a strategic overview to address Indigenous disadvantage, and the social, emotional and educational barriers to training and sustainable employment.

**More sustainable employment outcomes & active participation will result as a consequence of investing resources into addressing underlying barriers**

**Increase the depth & quantity of 'job ready' Indigenous job seekers**

**Reduce amount of Indigenous job seekers with social barriers to training & employment**

**Reducing the barriers will increase the Pool Of active, 'job ready' people**

**Targeted Training & Brokering Approach**

**Holistic Community Approach**

# Sustainable Pathway Plan to 'Closing the Gap'

The Pathway Plan outlines of how and when services need to be mobilised to achieve sustainable outcomes for Indigenous job seekers. Failure to successfully address key underlying components of the process will significantly impact on the ability of Indigenous job seekers to improve their wellbeing and transition into the next stage of achievement.

- Long Term Vision:**
1. Sustainable Employment
  2. Educational Independence
  3. Social / Emotional Stability
  4. Healthy Lifestyle Improvement

**Employment Brokering Phase**

Actively engage successful participants into sustainable employment and / or further career pathway study options

**Accredited Training Participation Phase**

Training options explored based on desired individual career pathway eg:
MINING – Certificate II in Resources & Infrastructure Work Preparation
COMMERCIAL CLEANING – Certificate II in Asset Maintenance
AGED CARE – Certificate II in Aged Care

**Training & Workforce Preparation Phase**

Literacy & Numeracy support	Personal Presentation	Time Management
Hygiene awareness	Goal Setting & Motivation	Skills Assessments
Police Clearance Applications	Career Pathway Advice	Interpretation support
Cultural awareness	Training Brokerage	Workplace Etiquette / Protocols

**Large pool of highly marginalised Indigenous Job Seekers**

**Social & Emotional Support Phase** - Early intervention, intensive support, case management & referral support

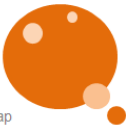
Grief Counselling to address:		Lifestyle Coaching to address:	
Unresolved social barriers	Unresolved emotional barriers	Unhealthy lifestyles	Substance abuse
Educational barriers	Family relationship breakdown	Anti-social & criminal behaviour	Strong community participation
Chronic self esteem issues	Cultural grieving issues	Active family interaction	Personal Obligations

Steps to Success →

# The Program Data

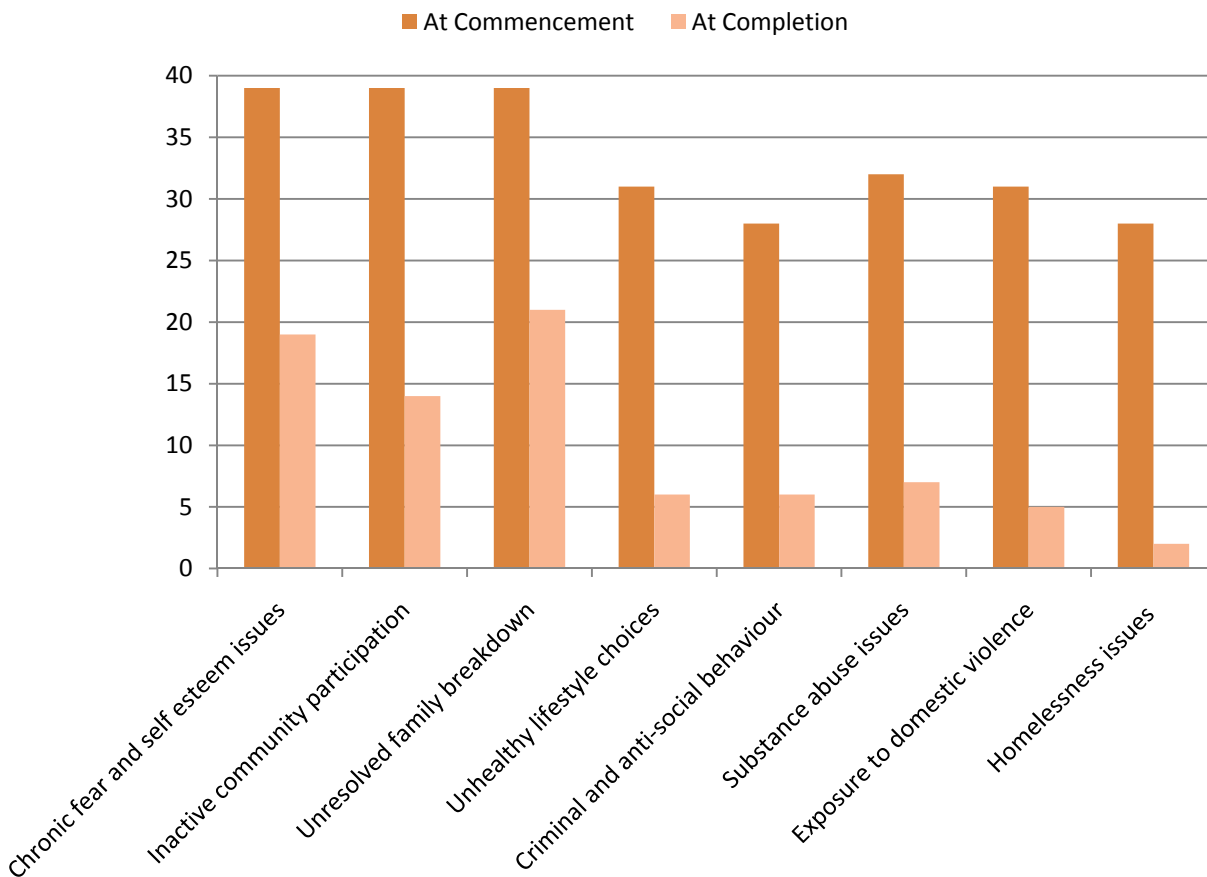
The table listed below reflects the profiles and outcomes of the clients who are engaged in the program. The assessments have been undertaken by our Indigenous Grief Counsellor and Lifestyle Coach using a variety of assessment methodologies including professional observations, critical analysis and written assessment tools. Please see attached in Appendix A, a sample assessment tool and Appendix B, the curriculum vitae's of our key program personnel.

ATA Client Profiles		ATA Client List																																								Total	%									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40											
Social & Emotional Barriers to Employment	<b>AT COMMENCEMENT OF PROGRAM</b>																																																			
	Chronic interpersonal fear and self esteem issues	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	39	98%							
	Inactive community participation	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	39	98%					
	Unresolved family breakdown	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	39	98%					
	Unhealthy lifestyle choices	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓		✓		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	31	78%					
	Criminal and anti-social behaviour	✓	✓		✓	✓	✓	✓				✓		✓						✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	28	70%				
	Substance abuse issues	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	32	80%				
	Exposure to domestic violence	✓	✓		✓	✓	✓	✓			✓		✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	31	78%			
	Homelessness issues (&/or transient accommodation)	✓	✓		✓	✓	✓	✓			✓						✓	✓	✓	✓	✓	✓	✓						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	28	70%			
	<b>AT COMPLETION OF PROGRAM</b>																																																			
	Chronic interpersonal fear and self esteem issues				✓	✓	✓	✓													✓		✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19	48%			
	Inactive community participation				✓	✓	✓	✓													✓		✓	✓				✓	✓											✓	✓	✓	✓	✓	✓	✓	✓	✓	14	35%		
	Unresolved family breakdown	✓			✓	✓	✓	✓			✓			✓							✓	✓					✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21	53%	
	Unhealthy lifestyle choices																				✓						✓	✓															✓	✓			6	15%				
	Criminal and anti-social behaviour					✓		✓													✓	✓		✓																				✓				6	15%			
	Substance abuse issues	✓	✓		✓	✓	✓	✓														✓																										7	18%			
	Exposure to domestic violence				✓	✓	✓	✓														✓																											5	13%		
Homelessness issues (&/or transient accommodation)				✓			✓																																									2	5%			
Support	Clients <b>assessed</b> as needing intensive support to address barriers	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	39	98%			
	Clients <b>choosing to engage</b> in intensive support to address barriers	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	31	78%		
Readiness	<b>AT COMMENCEMENT OF PROGRAM</b>																																																			
	<b>Training ready</b> clients (can sustain commitment & obligations of training)	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	26	65%		
	<b>Job ready</b> clients (can sustain commitment & obligations of employment)	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	26	65%
	<b>AT COMPLETION OF PROGRAM</b>																																																			
	<b>Training ready</b> clients (can sustain commitment & obligations of training)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	33	83%
<b>Job ready</b> clients (can sustain commitment & obligations of employment)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	32	80%
Job	Undertaking sustainable employment	✓	✓						✓	✓	✓	✓			✓	✓					✓					✓	✓		✓	✓																		13	33%			



# Project Outcomes

Table 1: Social & Emotional Barriers



The data presented in Table 1 provides collective evidence that grief counselling and lifestyle coaching services contributed to a significant reduction in the social and emotional barriers which presented in each client at the commencement of the program. It has been a widely held view within the training sector for some time that there is a strong link between chronic social and emotional barriers and unsuccessful completion rates in accredited training and sustainable employment outcomes. A key driver of the innovative ATA service solution was to measure the various barriers to employment at the commencement and completion of the program and to reduce the depth and severity of these acute barriers. As also highlighted in this data, 98% of clients also suffered chronic fear and self esteem issues, inactive community participation and were entrenched in a cycle of unresolved family breakdown which affected their ability to engage in training and hold sustainable employment.

Table 2: Engagement success rate (%)

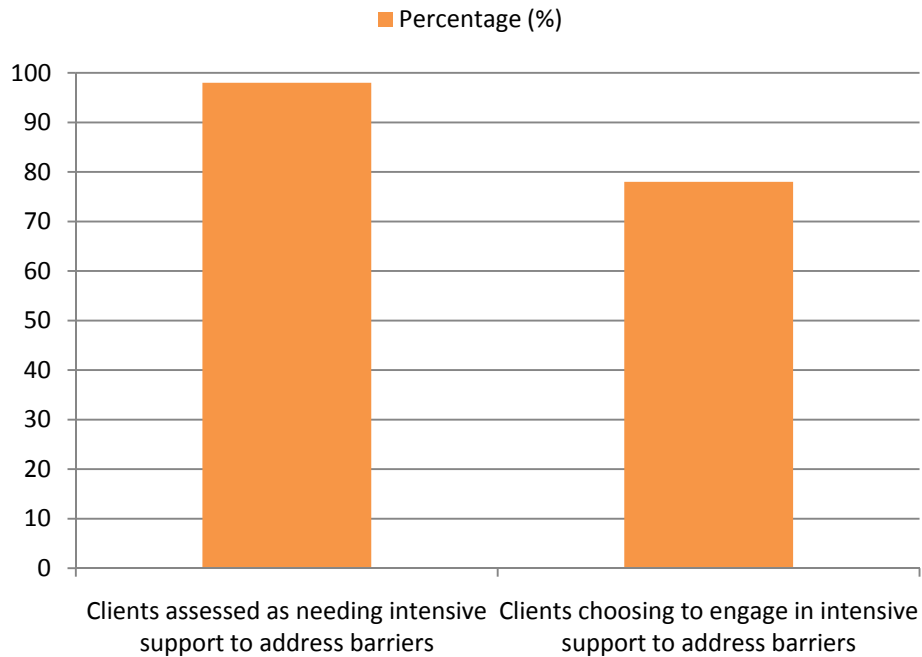


Table 2 represents the fact that a reasonable proportion of clients (78%) chose to seek the support of either the grief counselling and/or lifestyle coaching service. Imperative to the success of these services is the flexibility to respond to the client's ever changing needs. The fragility of each individual's social and emotional barriers to education and employment meant that a huge amount of time resources were utilised coordinating additional support services and appointments. Significant consultative time was also spent ensuring the clients remained in a stable frame of mind to embrace the challenges of overcoming their barriers. Absenteeism of appointments was prevalent at times as the client's vulnerabilities became too compelling from time to time. Over time, with trust and perseverance, these issues were able to be minimised.

Table 3: Training and Job Readiness

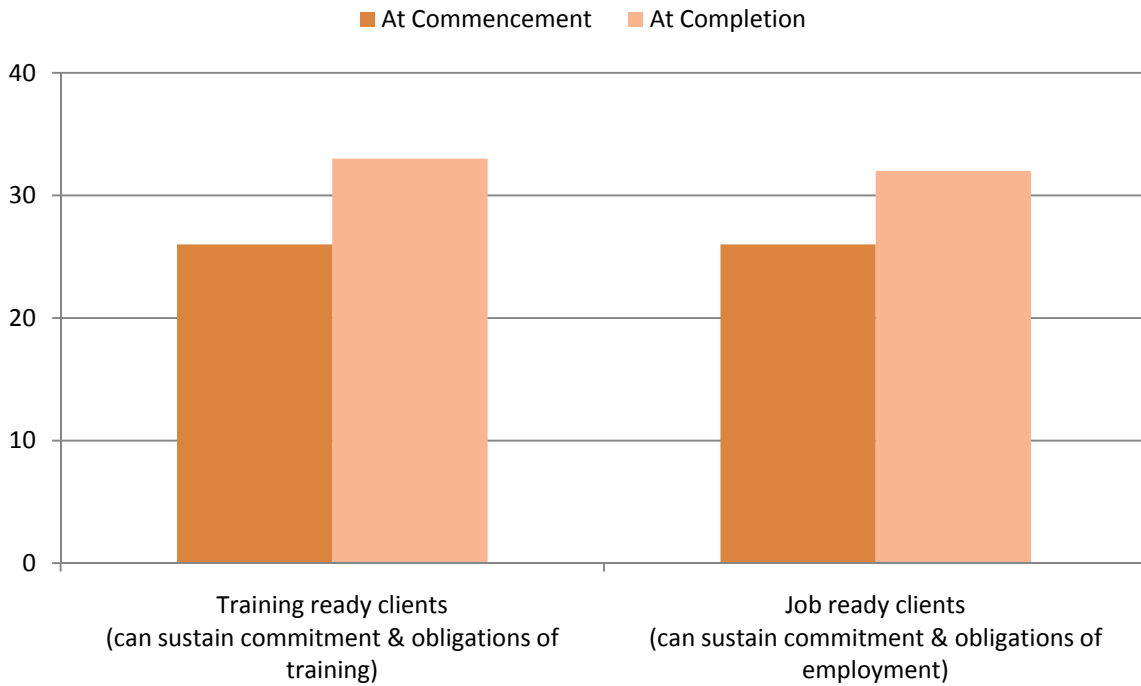
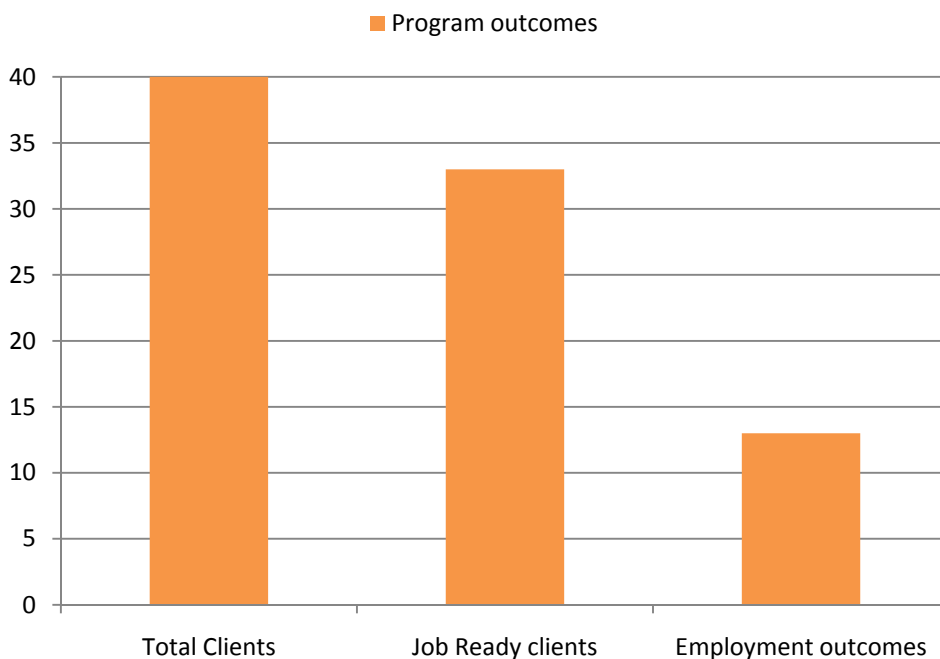


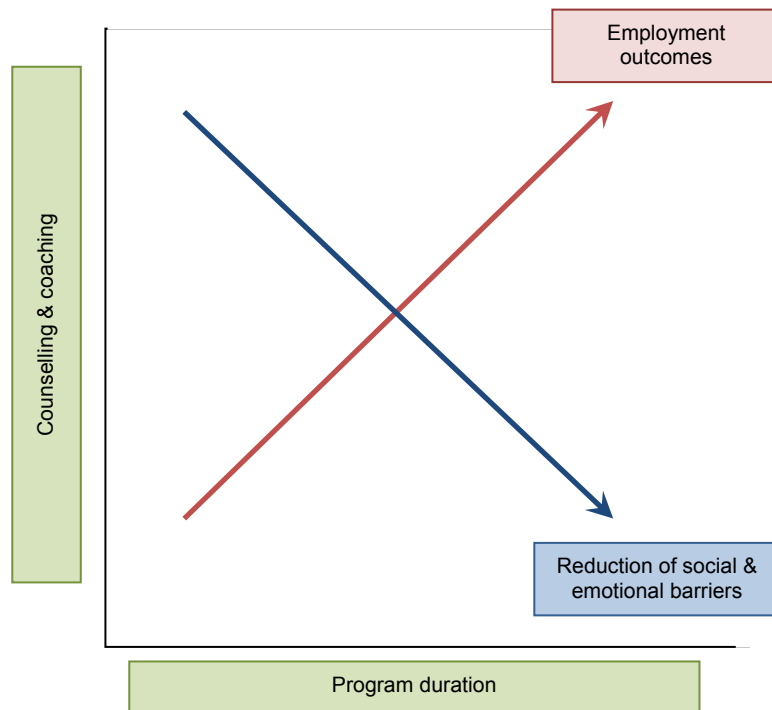
Table 3 reflects that there was a collective increase in the depth of clients who transitioned from not being in a position to engage in sustainable training and/or employment, to being training or job 'ready.' These figures equate to a 27% improvement in reversing the cycle of chronic disengagement. Put in perspective, without the intervention of this program, 27% of these clients would still not be ready to actively participate in training or enter the workforce. Although there is a cost attributed to fund this program, the question is worth posing: *What is the ongoing financial and social cost to the community, of NOT addressing these chronic barriers to employment?*



Table 4: Employment Outcome data



The employment outcome data reflects a 33% outcome of job seekers undertaking sustainable employment. Considering the profile of the client group engaged in the program as previously outlined, these outcomes represent strong performance growth. Incredibly, two clients were able to achieve employment outcomes during the program, after having commenced with significant ongoing social and emotional barriers that posed real threats to their health and wellbeing. Employment outcome events for these clients represented a 'life changing' experience and have offered stability to themselves and their families.



This diagram depicts the relationship between social and emotional barriers and the job seeker's ability to engage in employment. The program outcomes establish that there is a direct correlation between the impact of reducing the habitual social and emotional barriers entrenched in many Indigenous Australians; with the increase in their employability / job readiness. It is only through intensive support and intervention that the depth and severity of these barriers are minimised, which fosters the likelihood of more active workforce participation.

The outcomes of this program provide measurable evidence that there are intricate social and emotional barriers that obstruct Indigenous job seekers ability to participate in the workforce and maintain sustainable employment.

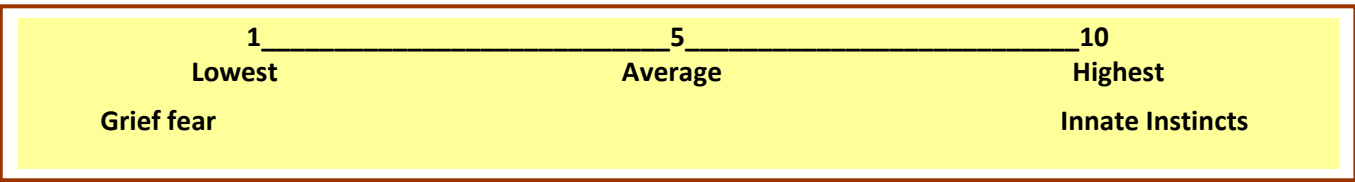
Further success can be achieved but will require an appropriate allocation of funding to close the gap on Indigenous disadvantage. The **ATA Closing the Gap Service Solution** Model has been carefully designed to provide a holistic planed approach to transition Indigenous job seekers into sustainable employment and a stable quality of life. However, this can only be achieved by resolving the long-term psychological, cultural, social and emotional barriers that limit our ability to ‘close the gap.’

In light of the outcomes and deliverables described in this Review, the following recommendations are made:

- All key stakeholders must work smarter in utilising resources to close the gap on Indigenous disadvantage
- The ATA Closing the Gap Service Solution must compliment, not duplicate, existing service provisions and Indigenous Employment Provider contracts.
- Collectively we need to ‘set employers and job seekers up for success’ with regards to their experiences in engaging in a sustainable relationship and minimise the risk of:
  - Employer / Industry disengagement due to the cost of unsuccessful employment interactions and/or unresolved social and emotional barriers
  - Job seeker disengagement due to miscommunication of employment expectations and/or social and emotional barriers to employment
- The critical service delivery gaps in social, emotional and life skill development, characterised in the ATA Closing the Gap Service Solution, be maintained and/or increased to service a greater quantity of ‘in need’ Indigenous Australians.
- The outcomes of this program are only proportionate to the limited resources (52 days) allocated over this project period, to a minimal group (40) of Indigenous job seekers in one localised region of Adelaide. It is recommended that the ATA Closing the Gap Service Solution be allocated sufficient and sustainable funding to expand to meet the needs of all willing Indigenous job seekers in metropolitan and/or regional South Australia.

# Appendix A

## TOOL to MEASURE INNATE EMOTIONALS-Before the program...



	SCALE 5 - 10		SCALE 5 - 10
Secure mentally and emotionally			
Selfless-help & support others			
Happy			
Purpose			
Good judgment			
Motivated			
Safety			
Control			
Self esteem			
Confidence			
Intelligence			
Beauty			
Will power to act on my needs, wants and desires			
Faith in my abilities to act			
Integrity			
Dreams (for the future)			
Hope (for the future)			
Expectations (			
Self image			
Identity: personal			
Identity: professional			
Cultural Identity (Nunga=ness)			
Trust myself to go after my needs, wants and desires			
Self respect			
Humility – ability to care and share			
Calm			
Caring			
Considerate			
Kind			
Patient			
Understanding			
Compassion			
Assertive			
<b>INNATE HUMAN INSTINCTS</b>	<b>TOTAL</b>	<b>INNATE HUMAN INSTINCTS</b>	

# GRIEVING PROCESSES

**CIRCLE THE GRIEF EMOTION/S THAT SEEMS TO DOMINATE or STILL DOMINATES (circle relevant one) **MY DAILY LIFE?** (There may be more than one grief emotion)**

**\*COMMON GRIEF EMOTIONS:** While no two people will grieve in exactly the same way, there are recognizable stages of grief that most people will go through as they come to terms with the loss that they have sustained and begin their grief resolution.

<b>Grief *Shock:</b> <i>Jolt; fright; surprise; disbelief; SHOCK; horror; spirit 'split' from physical body</i>	1 = very low	2 = low	3 = average	4 = high	5 = very high
<b>Grief *Emotional Release</b> - shed tears; whimper; snivel; crying; weeping; sobbing; howling; wailing	1 = very low	2 = low	3 = average	4 = high	5 = very high
<b>Grief *Depression</b> – <i>Sadness; miserable; unhappy; sadness; DEPRESSION; suicidal thoughts; self harm; attempt suicide; suicided</i>	1 = very low	2 = low	3 = average	4 = high	5 = very high
<b>Grief *Physical Illnesses</b> - <i>mild illnesses/aches &amp; pains; chronic illnesses; terminal diseases</i>  What are some symptoms?	1 = very low	2 = low	3 = average	4 = high	5 = very high
<b>Grief *Panic</b> - <i>fright; dread; fear; scared; terrified; PANIC; terror; alarmed; panic</i>	1 = very low	2 = low	3 = average	4 = high	5 = very high
<b>Grief *Guilt</b> - <i>if only; at fault; feeling shame; blame; remorse; GUILT; guilty conscience; culpability</i>	1 = very low	2 = low	3 = average	4 = high	5 = very high
<b>Grief *Apathy</b> - <i>Lethargic; lack energy; tired; lack of concern; lack of interest; exhausted; weariness; APATHY; don't care;</i>	1 = very low	2 = low	3 = average	4 = high	5 = very high
<b>Grief *Anger</b> - <i>Irritable; passive aggressive; nastiness; aggressive; spitefulness; holding grudges; ANGRY; malice; rage; violent; murder</i>	1 = very low	2 = low	3 = average	4 = high	5 = very high

Common Grief Emotions has adapted from Bereavement Educational Services

# Appendix B



*"...A Culturally Appropriate and Holistic Approach to Healing Grief..."*

**ROSEMARY UDNARTO WANGANEEN**

**Educator, Presenter, Facilitator and Counsellor**

## **Resume and CV**

Australian Institute for Loss & Grief P/L (formally t/a Sacred Site Within Healing Centre)  
U2/171 Commercial Rd, PORT ADELAIDE 5015  
ACN 88 117 236 736  
Ph: (08) 82404597 Fax: (08) 82404537  
Mob: 0438 203 032  
Email: [sacredhc@bigpond.net.au](mailto:sacredhc@bigpond.net.au)

## ROSEMARY WANGANEEN

### BIOGRAPHY

Rosemary Kudnarto Wanganeen is a well known and respected educator, presenter, facilitator and counsellor. She is a published author in academic and non-academic journals and has addressed numerous conferences, seminars and community meetings nationally and internationally.



Rosemary also provides a free and confidential counselling service for Aboriginal and non Aboriginal employees and their families for two South Australian government agencies - the Department of Health and the Department of Families and Communities - under the Employees Assistance Program (EAP).

A proud Aboriginal woman, Rosemary was born in Wallaroo on the Yorke Peninsula in South Australia and raised for the first five years of her life on a 'mission' (as it was then called) at Point Pearce. Rosemary's traditional clans are Kurna (Adelaide Plains) on her father's side and Koogatha and Wirrungu (on the west coast of South Australia) on her mother's side. She is a mother of 3 and grandmother of 5.

At a young age she endured her own childhood loss and grief experiences involving her own family's experiences of violence and alcohol and then the death of her mother. This was compounded by her experience of the Stolen Generation. These experiences helped shape her future career, dedicated to tackling many of the social, health and mental well-being issues that Aboriginal people face in our community today.

Rosemary spent a year as a Research Officer with the Committee to Defend Black Rights in Sydney. That organisation was instrumental in forcing the government to call for the Royal Commission into Aboriginal Deaths in Custody.

She spent a further two and a half years working on the Royal Commission into Aboriginal Deaths in Custody. Rosemary explains that this enabled her to "see, feel and hear" death and dying and loss and grief constantly. That led her to recognise a major gap in services for Aboriginal people - the lack of any form of counselling for Aboriginal people. More specifically, there was no culturally appropriate counselling. Perhaps more alarming was the lack of even a culturally appropriate loss and grief counselling model.

Rosemary's past experiences and accumulated knowledge from her years of work on these issues helped her to formulate her theories of "Loss and grief", a complex set of issues that impact on the social and emotional well-being of Aboriginal people in contemporary society. Her knowledge and experience were also instrumental in helping Rosemary develop her innovative and unique Seven Phases Model© as a multi-purpose tool that she uses in a range of educational, presentation and counselling programs.

Rosemary created the Sacred Site Within Healing Centre in 1993 and became the founding Director of the Australian Institute for Healing Loss and Grief in 2006 based at Port Adelaide.

In recognition of her work, Rosemary won the South Australian of the Year Community Award in 2009. Currently she is Adjunct Research Fellow with the University of South Australia School of Psychology.

## CURRICULUM VITAE

2004 to Current	Adjunct Research fellow, School of Psychology, University of South Australia
2005 to Current	Counsellor/Educator/Sole Proprietor – Australian Institute for Loss and Grief Pty Ltd (est. 2005) (formerly Sacred Site Within Healing Centre)
1993 – 2005	Counsellor/Educator/Sole Proprietor – Sacred Site Within Healing Centre (est. 1993)
1991 - 1993	Administrator - Department of Premier & Cabinet, Adelaide
1998 - 1991	Research Officer – Royal Commission into Aboriginal Deaths in Custody
1987 – 1988	Research Officer, Committee to Defend Aboriginal Rights
1985 – 1987	Trainee Manager - Tranby Aboriginal College, Sydney
1982 - 1983	Education Worker – Department of Education, Adelaide
1978 – 1982	Private - Department of Defence (Army Reserve)
1978 – 1979	Trainee Admin Officer – Department of Social Security

### Bi-Cultural Aboriginal Awareness Training Programs Provided

- Murray Mallee Community Health Service (2009)
- StateWide Women's Health. 2008
- University of South Australia: School of Psychology (Masters). 2008
- Aboriginal Family Support Services: Foster Care Training. 2008
- Anglican Community Care (Berri). 2007
- Oodnadatta Health Services. 2007
- Aboriginal Family Support Services: Staff Training. 2007
- Yarra Place-Sexual Assault Unit. 2007
- Yarra Place-Sexual Assault Unit. 2006
- University of South Australia – School of Sciences. 2006
- Uniting Care Wesley – Port Adelaide. 2006
- Western Palliative Care. 2005
- Hills & Mallee Services Regional Health Services. 2004
- Flinders University & International Institute of Palliative & Supportive Studies. 2004
- Department of Children & Families Services: Woodville District Office. 2004
- The Royal Australian & New Zealand College of Psychiatrists: 35th Congress. 2000
- Yalata Aboriginal Community via Ceduna SA. 2003.
- Meningie/Rakkun Aboriginal Community SA. 2001.
- SA Government - Dept. Information & Admin. Services Adelaide. 2001
- Anglicare – Toowoomba QLD. 2001
- Rome ITALY – March 2001.
- National Association for Loss and Grief (NSW) Inc. 2001
- Family and Youth Services – Ceduna Office SA. 2001.
- Family and Youth Services: Aboriginal Staff, State-wide, SA. 2001
- Drug and Alcohol Services Council Adelaide. 2001
- Drug and Alcohol Services, Mt Gambier. 2001

- Centre for Personal Education Adelaide. 2000
- Dept. of Correctional Services, Adelaide. 1999
- Family and Youth Services – Magill Youth Detention Centres SA. 1999
- Australian Psychological Society – Adelaide University SA. 1999
- Barmera Women’s Health Centre, SA. 1999

#### Seminars/Presentations

- Department for Justice – Victoria 2009
- Zonta Club – Fleurieu Peninsula 2009
- Department for Families and Communities – College for Learning & Development 2008
- St Dominic Priory College 2008
- Palliative Care 2008
- University of South Australia: Australian Centre for Child Protection 2008
- Education Department (SA) 2008
- Australian Association of Social Workers 2007
- Murray Bridge-D&FV Action Group 2007
- Queen Elizabeth Hospital 2006
- Psychiatric Unit (C3) - The Royal Adelaide Hospital 2004
- Mental Health ReEducation Network Inc (SA). 2004
- SA General Practitioners (SA). 2004
- Victorian Foundation for Survivors of Torture (Vic). 2004
- Keynote: International Trans cultural Mental Health Sydney June, 2001
- Milan, Venus, Lecco - ITALY – March, 2001
- The Mental Health Conference Inc. of Aust. & N.Z. 2000
- Keynote: University of Western Sydney: Spirituality, Leadership & Management Conference 1999
- Australian Family Therapy Association. 2000
- Aboriginal Women’s Health and Well-Being Forum. Camp Coorong, 2001
- South Australian Health Commission – Aboriginal Services Division. 2000
- Family and Youth Services – Magill Youth Detention Centre. 2000
- SA College of Natural Therapies & Traditional Chinese Medicine. 1999
- Child Adolescent and Family Health Services – Adelaide. 1998
- International Council of Psychologists: 56th Annual Convention –Vic. 1998
- Nurse Healers – Professional Associates International, Inc 1999
- Australian Psychological Society – Adelaide University. 1999
- National Women’s Health Conference – Canberra. 1997
- Psychosynthesis International Conference: Mumbai – India 1997
- Jungian Society – Adelaide. 1997
- Human Rights Commission – National Inquiry into the removal of Aboriginal Children. 1995

### Speeches

- World AIDS Day, Adelaide 1996
- World Youth Services Enterprise – Adelaide 1997
- Women’s Suffrage – Women Trek Grand Finale – Adelaide 1997
- Women’s Liberation Conference, Adelaide 1996
- Reclaim the Night – Adelaide 1996

### Acting

- Is This Seat Taken, Ann Dunn/Eva Johnson – Adelaide (Live Theatre) 1989
- Shadow Panic, Margo Nash – Sydney (Television) 1988
- Aids Awareness. Tracy Moffat – Sydney (Television) 1987
- Nice Colored Girls. Tracy Moffat – Sydney (Television) 1987:

### Accolades

- Telstra Business Women of the Year Nomination 2000
- Zonta Club of Adelaide – Women of Achievement Award South Australia 2000
- ICAM–LivingBlack.SBSDocumentary–IndigenousUnit1999

### ○ Collaborative Projects

- University of South Australia – School of Psychology: The Experience And Expression Of Anger By Male Indigenous People In Prison. 2004 -2007
- University of South Australia - School of Psychology: FAYS – Drug and Alcohol Program Evaluation. 2004
- University of South Australia – School of Psychology: The Needs of Young Indigenous People in Secure Care in South Australia Final Report. 2003
- Department of Human Services – “Out of Sight - Not Out of Mind” Final Report. 2002
- Paul Laris & Associates – “Evaluation of the South Australian Aboriginal Health Partnership” Final Report. 2002
- Success works – Good Beginnings: Prisoners & Their Families. 2002

### Qualifications and Experience

- 2003 Dept. Education, Training & Employment Certificate 4: Work Place Training & Assessment. South Australia
- 1999 Centre for Complementary Healing Studies, Therapeutic Touch South Australia
- 1994 Grief Management Services: Managing Loss & Grief #1 Course, South Australia
- 1994 Bereavement Educational Services, Grief Management Training #1 Course South Australia

- 1994 Usui Systems of Natural Healing Certified Reiki Therapist 1 & 2, South Australia
- 1993 TAFE Statement of Attainment: Small Business Planning
- 1993 TAFE Statement of Attainment: Basic Enterprise Management
- 1993 Centre of Personal Education (COPE), Counselling Basics & Strategies, South Australia
- 1991 The Massage Study Centre, Diploma in Swedish & Soft Tissue Massage South Australia

Publications / Articles (more recent)

1. Wanganeen, R. (2009) Chapter 12: **Dealing with Loss, Grief and Trauma** - Section 4: Programs, Models & Interventions. Improving the Capacity of Workers in Indigenous Communities; Indigenous Mental Health Textbook. Australian Council for Educational Research Limited (under review).
2. Day, A., Nakata, M. & Howells, K. (2008). **Anger and Indigenous Men**. Annandale: Federation Press: Rosemary Wanganeen's chapter is Chapter 7 - A Loss and Grief Model in Practice (p73).
3. Day, A., Davey, L., Wanganeen, R., Casey, S., Howells, K., & Nakata, M. **Symptoms of Trauma, Perceptions of Discrimination and Anger: A Comparison Between Australian Indigenous and Non-Indigenous Prisoners**. Journal of Interpersonal Violence, 23(4).
4. Day, A., Howells, K., Nakata, M., Davey, L., Wanganeen, R., & deSantolo, J. (2006). **The Development of Culturally Appropriate Anger Management Programs for Indigenous People in Australian prison settings**. International Journal of Offender Therapy and Comparative Criminology, vol 50 (No5), 520-539.
5. Davey, L., Day, A., Wanganeen, R., Howells, K., DeSantolo, J., Nakata, M. (2006). **Effective Anger Intervention for Indigenous Prisoners: Research and Development in a South Australian study**. Aboriginal and Islander Health Worker Journal, 30, 4-6.
6. Day, A.; Nakata, M; Howells, K; Wanganeen, R; **Indigenous Men And Anger: Understanding And Responding To Violence**. Aboriginal Studies Press.
7. **Psychology & Indigenous Australians: Effective Teaching & Practice** (2005) Report on the Proceedings of a Workshop on Developing Curriculum Guidelines p27-49. School of Psychology and the Unaipon School University of South Australia.
8. **Psychology & Indigenous Australians: Effective Teaching & Practice** (2006) Report on the Proceedings of a Workshop on Developing Curriculum Guidelines p84-91. School of Psychology and the Unaipon School University of South Australia.
9. Scholastics Education – Health = Life Indigenous Health in Australia, 2004:
10. National Link-Up News, Nunkuwarrin Yunti SA Inc, SA LinkUp Program ATSIC 2003;
11. Consultant on The Changing Face of Australia Hodder Children’s Books London 2003;
12. Wanganeen, R., (2001). **Spiritual Healing – Using Loss & Grief**. Aboriginal and Islander Health Worker Journal, Vol 25, p12-14.

Publications / Articles/ other (less recent)

1. Australian Traumatic Stress Points Newsletter – Focus on Indigenous Issues, September 1999;
2. Grief Link – Web-site Titled: Indigenous Grief, Dept. of General Practice, University of Adelaide, 1999; The Australian and New Zealand Journal of Family Therapy – Vol.19 No 1: March 1998: (Editorial Letter);
3. Liquid Space – Statement of Faith July 1997;
4. New Age Guardian Vol. 1 Issue 1 March/April 1997;
5. Changing Society for Women’s Health, Proceedings of the Third National Women’s Health Conference. Titled: Our New Dreaming. 1995;
6. The Adelaide Ray November/December 1994;
7. Wanganeen, R., (1994). Self Healing and Spiritual Reconnection. Aboriginal and Islander Health Worker Journal, Vol 18, p9-15.
8. Aboriginal & Torres Strait Islander, Health Worker Journal Vol 18: Self Healing and Spiritual Reconnection;
9. Scarlet Women, Social Feminist Magazine.;
10. The Lost Generation. 1987.

**PERSONAL ATTRIBUTES**

- Friendly and approachable
- Dedicated
- Confident
- Flexible and Reliable
- Hardworking and Consistent
- Attention to Detail

**DEMONSTRATED WORK SKILLS AND ABILITIES**

- Exceptional communication skills – Face to Face and telecommunications
- Ability to communicate effectively in “Complaints/Grievance” procedures
- Ability to communicate effectively with people on all levels
- Efficient time management and organizational skills
- Ability to supervise and mentor team members in flexible work environments
- Able to work independently or in a team environment
- Well developed written and verbal communication skills
- Ability to develop reports for monitory quality assurance and Key Performance I Indicators
- Money handling, banking, EFTPOS and cash registry operations
- Excellent telephone manner
- Competent with computers - Microsoft Word, Excel & Publisher, Integrated computer systems and Data Entry experience
- Sound knowledge and understanding of Fair Works, Safe Work SA and Occupational, Health Safety and Workplace Act 1986 (*principles and procedures*)
- Sound knowledge and understanding of O H S & W regulations of 2010
- National Technical Support Officer and Quality on line Support Officer to Quality Assurance and Policy

**QUALIFICATIONS**

- Current HR (SA) Drivers license
- Certificate of Attainment in MARCSTA
- Certificate II of Business (Accounts Receivable/Payable Clerk)
- Certificate II of Business (Payroll Clerk)
- Introduction to Word for Windows 2.0
- Introduction to Internet & Microsoft Word, Excel & Publisher
- Certificate II in Retail Sales
- Certificate of Achievement (Aboriginal Mentor Program)
- Certificate IV in Telecommunications (Centrelink, Call Centres)
- Certificate in Senior First Aide
- Certificate Customer Service Champion, Call Centre, Centrelink (2004/2005)
- Certificate Of Achievement in Quality Assurance Officer & Quality on Line (Policy) – Compliance & Policy, Call Centre Centrelink
- Certificate in Responsible Service of Alcohol
- Certificate IV in Workplace Assessor & Trainer (current) TAA
- Certificate II in Assets Maintenance
- Certificate of Achievement for Harassment and Mediation Procedures

## **EMPLOYMENT HISTORY**

### **Training & Employment Mentor - Australian Training Alliance**

January 2010 to current

Southern Adelaide

*Responsible to Chief Executive Officer*

#### **Customer Services**

- Provide customer service, showing high standard of customer care at all times, providing
- Friendly service and warm welcome approach
- Responsive to telephone, oral and written communication requirement for information technology
- Ensure the specific needs of the participants/clients are clarified and meet “*Key Performance Indicators*”
- Provide accurate and up to date information to participants with regards to training services
- Liaising with contract trainers and outsourced business partners and RTO’s with regard to scheduling training sessions
- Manage training session booking enquiries

#### **Administrative**

- Data Entry
- Enrolling, redeeming, monitoring and cancellation of program participants into ATA database system
- Collection of necessary participant’s identification paperwork during enrolment into course and safeguarding confidential information when obtained
- Records Management – following up of participants paperwork with regards to ATA business structure and programs
- Create and implementation and management of schedules for training courses and trainers and associated spreadsheets and information systems
- Coordinating of training sessions for internal training as well as outsourced RTO’s and business partners
- Co ordination of information and induction sessions
- Preparation of training venues and associated paperwork for information sessions
- Printing/ ordering and management of distribution of training resources for training sessions
- Manage the delivery of course materials to various locations
- Relief reception duties when required
- Assisting the Training Co ordinator & Compliance Manager with regards to the following ;
- Development, maintenance and administering RTO status
- Internal compliance auditing
- Management of AQTF 2007 Essential Standards of Registration
- Development and maintenance of organisations systems, policies and procedures with regards to ATA programs
- Maintaining version control system
- Attending meetings when required
- Undertaking professional development activities when required
- Any other duties required by Training Coordinator or Chief Executive Officer

### Education/Experience Requirement

A good sound knowledge and understanding of working in a Registered Training Organisation and experience in coordinating training and mentoring support is essential. Customer Service essential as well as proficiency in the use of Microsoft Office software

### Personal Qualities

*Ability to reach negotiated Key Performance Indicators with regards to participant, training and employment outcomes*

*Ability to understand instructions for a task*

*Ability to prioritise in order of importance and urgency a list of task for completion*

*Ability to manage the completion effectively and efficiently of delegate tasks*

*Good verbal and written communication skills*

### **Camp Services - Compass ESS**

July 2006 to August 2009

Koolan Island, Western Australia and

Moomba Gas & Oil, Cooper Basin South Australia

2 weeks onsite /1 week off site - 12 hour day roster

FIFO Roster

#### *Responsibilities*

- Reporting to Team Leader and Camp Services Manager
- Hospitality and Catering servicing, Koolan Island, Western Australia
- Assets Maintenance – Housekeeping / Office and Administration, Bar Manager, Night Shift Duty Supervisor, Kitchen hand Operator and Supervisor
- Site Capability team (150 plus Camp) plus over during Shutdowns and Production peak periods
- Experienced knowledge and understanding of living in ‘remote’ Camp Services lifestyle environment (*Re-construction, Construction, Production minesite locations*)

### **Moomba, Cooper Basin**

2 weeks on site /2 weeks off site - 10 hour day roster Split Shift cycle

FIFO roster

#### *Responsibilities*

Reporting to Supervisor, Team Leader and Camp Services Manager

Job description covering mine site duties

- Assets Maintenance - Office Cleaner, Housekeeping, Laundry Attendant
- Bar Manager/Attendant & Storekeeping
- Kitchen hand/Dining room Attendant, Stores & Logistics
- Ability to work in remote mine site and camp services environment
- Flexibility to develop and change roles upon Leave requirements of staff and personnel
- Adherence to O H S & W practises and principles
- Site capability team (800 plus Camp) over during ‘Shutdowns’
- Sound knowledge and understanding of Supervisor of Kitchen hand team, Moomba kitchen
- Experienced knowledge and understanding of living in ‘remote’ Camp Services lifestyle environment (*Re-construction, Construction, Production and Shutdown Oil & Gas Resources & Infrastructure location*)

## **Call Centre**

### **Customer Service Advisor**

#### **Centrelink, Kalgoorlie/Bunbury**

April 2001 - June 2006

#### **Customer Service Officer**

- To competently handle public contact in a Call Centre environment
- (Inbound, Outbound, Internet, Processing Centres), regarding entitlements
- For a variety of Centrelink benefits, provide effective pathways to work,
- Accurately update electronic customer needs, and refer customers to the most
- Appropriate alternative service when necessary
- Responsible to meet Centrelink performance standards and deliver a high level of customer services to the Australian public
- Adherence to daily operational schedules in order to maximise customer accessibility to Government services and to ensure effective pathways to work
- Contribute to the business direction of the Call Centre Network through feedback on processes and input into the continuous improvement of service delivery
- Support and cooperate with other team members, contributing to team activities and sharing in learning and development activities with others

#### **Accountability**

- Representing Centrelink to the public, answering their enquiries in a professional and effective manner and complying with Call Centre and Centrelink procedures and productivity requirements
- Managing complex and sensitive customer enquiries and issues, endeavouring to achieve the most beneficial outcome for the customer with government legislation and Centrelink protocols
- Promoting and supporting of the Agenda of the Government of the day by reflecting the priorities and procedures directed by Centrelink. Namely, Centrelink's Strategic Priorities.
- Maximising customer access through monitoring own adherence to schedule
- Promoting alternate methods of Services Delivery for customers
- Own learning and development, identifying and addressing knowledge and skills gaps in conjunction with the team leader
- Giving and receiving feedback, via appropriate channels, on service delivery, legislation and performance

#### **Reporting – Duty of Care principles**

- Sound knowledge and understanding of Centrelink's Strategic Plan and environment
- Cultivating Productivity Working Relationships
- Exemplifies Personal Drive and Integrity
- Communicating with Influence
- Ability to work in National Call Centre environment Learning and development programs
- Quality on line (*Policy - Quality Assurance Officer*)
- Ability to work unsupervised in National QOL programme, benefits and networking
- Ability to work within Centrelink and DFACS integrated computer systems
- Work effectively and training provision of team members
- Training in learning and development of new trainee's with Centrelink Strategic Planning and benefit payment diversity streams
- Understanding of Code of Conduct and Code of Ethics & O H & SW acts and practises
- Ability to planning of staff travel and accommodation for training workshops
- Demonstrated organisational and time management skills, within Call Centre environment under Average Call Handle time guidelines

## Portfolios

- Call Centre Newsletter – National (Indigenous)
- Social Club treasurer, Regional
- Harassment Officer, National Call Centre (Indigenous)
- Social Worker National Call committee member, Centrelink
- Quality on line National Call committee member, Centrelink
- Technical Support Officer - National Call/ National online committee member Abstudy National Call committee member
- Learning and Development Officer - ABSTUDY Policy
- Learning and Development Officer – Call Centre, Kalgoorlie
- Average Handle Time Calibration exercise, Darwin

February 1999 - April 2000

### **Education Department**

#### **Goldfields District Education Office, Kalgoorlie Administrative Officer**

- Responsibilities and Duties  
Reception
- Answer telephone enquiries from customers, attend to visitors and assist other staff in the organization with their enquiries.
- Sort and distribute incoming mail to areas and staff within the organization, and dispatch outgoing mail.
- Personal Assistant to Co-Coordinator and Indigenous Liaison Officers Adminstrating financial returns and budgets
- Responsible for Aboriginal and Islander Education Officers (AIEO), ASSPA Committees, ATAS, in Kalgoorlie and North and Land School Cells  
Organize workshops for AIEO's, ASSPA Committees, teachers and principals Organize council meetings and take minutes of the meetings  
Participate with community workshops and program's
- Responsible to students, parents and teachers in the Kalgoorlie, North School cells

Portfolios;

- Education Zone Meeting Function, Literacy & Numeracy (Indigenous) Goldfields (Cells) Kalgoorlie
- Catering and Meeting function co-coordinator for 100 people – Zone Meeting

**May 1998 - December 1998**

### **Esperance Group Training Scheme Inc**

Administration and Human Resources Officer, Kalgoorlie

Responsibilities and Duties

- Responsible to Field Officer
- Monitoring and mentoring of sixty trainees throughout Goldfield region.
- Monitoring of employer/employees and workplace relations  
Sustaining full time employment pathways for trainees
- Reporting and weekly monitoring and recording procedures of trainees through Salary, Wages and Payroll compliance procedures
- Facilitating training courses for trainees, learning and development initiatives
- Supervision and training of two clerical assistant trainees in administrative officer duties
- Compliance with OH & S W regulations

Portfolios;

1998

Facilitator - Drivers License Training Programs – Learners Drivers License parallel to WA Police Departmental requirements

City of Kalgoorlie Boulder – Kalgoorlie Race Round (Spring Carnival)

Recruitment and supervision of Indigenous worker's throughout duration of the

Kalgoorlie Boulder Race Round through Hospitality, Catering, Responsible Service of Alcohol and Waitressing pathway

### **July 1997 - October 1997**

#### **CDEP, Kalgoorlie**

Coordinator/ Assistant coordinator

Responsibilities and Duties

Responsible to Grant Controller

- Delegation of work responsibilities to administration staff
- Maintain personal records of employees on matters such as wages, superannuation, leave and training and prepare associated management reports Monitor and maintain staff of eight and participants daily work schedules in administration and payroll, funding procedures
- Maintain participant schedules for ATSIC/DSS quarterly reports
- Liaise with Government Departments, key stakeholders and Community organisations throughout the Goldfields in regards to various projects/programs of Indigenous Employment programmes and planning strategies
- Allocation of participants throughout numerous employment agencies from Kalgoorlie, Esperance, Norseman, Leonora, Menzies and Laverton. throughout the Goldfields region
- Monitoring and reporting of one hundred and twenty participants in training and weekly work activities.

### **May 1997 - June 1997**

#### **ATSIC, Kalgoorlie**

Personal Advisor to Commissioner

Responsibilities and Duties

- Responsible to Commissioner Preston Thomas
- Register of incoming and outgoing correspondence
- Computing and Administrative skills, registry and data entry Microsoft Excel, Word,
- Microsoft Publisher
- Preparation of bookings for accommodation and travel itinerary for committee members and commissioner (*National and International*)
- High level of written and verbal communication skills for minute taking
- High calibre of performance to Committee meetings, Zone meetings and staff meetings.
- Attending Government Agencies and Aboriginal organization meetings
- Demonstrated organization and time management skills, attention to detail and initiative to Work planning and prioritizing to meet deadlines
- Provide assistance to Council, Western Desert Regional Support Unit

Portfolios;

- Annual reports for Western Desert Regional Council Zone meeting facilitator
- Western Desert Regional Council - Meetings (*Facilitator and Events Coordinator*)

## **January 1997 - May 1997**

### **CDEP, Kalgoorlie**

Payroll Officer / Accounts Clerk

#### Responsibilities and Duties

- Process and balance staff/participant weekly wage details, timesheets, overtime, leave details, bank details
- Prepare and monitor tax installments with Grant Control and ATO on monthly basis
- Preparation of quarterly budget for ATSIC
- Communicate and offer assistance to Aboriginal organization's within Goldfields region over matters concerning new/current participation schedules  
Preparing relevant documents regarding accounts receivable/payable for co-coordinator and grant controller
- Monitoring, maintaining staff, participant personnel files and matters arising in regards to DSS and CES
- Delegating daily work details to five office staff currently on CDEP program. General administrative duties

## **1994-1995**

### **TJUNTUNAKA WORKA- CDEP mini mart**

- Shop Assistant, Ceduna, Assistant Manager,
- Manager Responsibilities and Duties
- Supervisor of four (4) employees
- Operate cash registers and accept payment, or prepare finance arrangements through invoices and contracts
- Take special orders for items not currently in stock  
Package goods for customers and arrange delivery
- Price, stock and display items for sale and keep the store tidy and attractive
- Being aware of occupational health and safety regulations to trainee staff, staff members
- Balancing and managing of one hundred CDEP participants account details
- Training of Aboriginal participants and other staff undergoing CDEP program in shop assistant duties
- Act as Manager when required if Manager was on leave or away on business
- Transport & Logistics operations

