

# The SDG Accord

*The University and College Sector's Collective Response to the Global Goals*

## TAFE Queensland's Reconciliation Action Plan (RAP)



### SDG focus

- ☒ Goal 4 - Quality education
- ☒ Goal 8 - Decent work and economic growth
- ☒ Goal 10 - Reduced inequalities
- ☒ Goal 16 - Peace, justice and strong institutions

### What did you do?

As the state's largest training provider, TAFE Queensland is committed to embedding sustainability in our learning, teaching, and operations. While our form has evolved, our purpose has remained consistent: to deliver contemporary, globally relevant skills, needed now and into the future, giving the opportunity for everyone, everywhere to transform their lives.

With over 60 campuses and 140,000 students in 2024–25, we are uniquely positioned to drive change and raise awareness of the disparities faced by First Nations peoples.

Since 2018, we've partnered with Reconciliation Australia to implement Reconciliation Action Plans (RAPs). In 2025, we will launch our third RAP—our first Stretch RAP—demonstrating deep engagement with First Nations stakeholders and a commitment to embedding reconciliation into everyday practice. Key initiatives include culturally responsive teaching, improved access and outcomes for First Nations students, and staff cultural competency training. Our goal is to foster inclusive, culturally safe learning environments that support lasting, meaningful change.

### **What were the benefits and outcomes?**

Outcomes from our reconciliation Action Plan include:

1. First Nations Education Strategy
  - a. Embedding First Nations perspectives into training delivery
  - b. Improving access to TAFE Queensland training for First Nations peoples
  - c. Improving success, retention & completion rates of First Nations students
  - d. Building educator capability through tailored Cultural Competency training
  - e. Improving employment outcomes for Aboriginal and Torres Strait Islander students through developing mutually beneficial partnerships with corporate entities and First Nations community groups
  - f. Creating culturally safe learning and working environments
2. First Nations Procurement Policy to increase TAFE Queensland spend on Aboriginal & Torres Strait Islander businesses which in turn provides employment and economic outcomes for Indigenous Australians.
3. First Nations Employment Strategy aimed at increasing number of Aboriginal & Torres Strait Islander employees across TAFE Queensland

### **What barriers or challenges did you encounter in embedding sustainability into your learning and teaching practice and how did you overcome them?**

#### **1. First Nations Employment Pathways**

Recruiting First Nations VET educators has been challenging due to the requirement for a Certificate IV in Training and Assessment and a minimum of five years' industry experience. To address this, we are developing a tailored Training and Assessment (TAE) program for First Nations peoples, supported by mentoring and culturally appropriate guidance.

#### **2. Whole-of-Organisation Engagement in Reconciliation**

Ensuring all staff are engaged in our RAP journey is essential. Reconciliation is not solely the responsibility of Aboriginal and Torres Strait Islander peoples—it's about building respectful relationships and understanding our shared history. We promote our RAP widely and offer cultural capability workshops to help staff understand their role in reconciliation.

#### **3. Delivering Training in Remote Communities**

Providing innovative, culturally responsive training in remote areas is costly and

complex. Challenges include distance, small cohorts, limited connectivity, and resource constraints. We collaborate with local stakeholders and funding bodies to co-design solutions, embed cultural perspectives, and embrace two-way learning with local First Nations knowledge holders. This is two way learning and we embrace this in our Acknowledgement of Traditional Custodians. Ie. "We recognise that teaching and learning has taken place on Country for over 60,000 years and two-way learning is an important part of our reconciliation journey".

### **What are your conclusions and recommendations for others?**

TAFE Queensland plays a vital role in closing the gap for First Nations peoples in education, employment, and economic participation. Our commitment to reconciliation is embedded in our operations through our Reconciliation Action Plans (RAPs), and we remain dedicated to driving meaningful change.

As the first TAFE in Australia to adopt a Stretch RAP, we demonstrate leadership and a deep commitment to embedding reconciliation into everyday practice. As Queensland's largest RTO and the recipient of the Large Training Provider of the Year award in both 2022 and 2023, we influence thousands of students, staff, and industry partners across diverse sectors.

Since launching our first RAP, we've seen significant improvements in visual reconciliation across campuses and in how we engage with First Nations communities and students to support their success.

#### **Our recommendation to others:**

Collaborate closely with local First Nations communities to co-design culturally meaningful training programs that lead to sustainable employment outcomes. These partnerships can create life-changing opportunities and foster long-term, positive impact.

### **Web link to further information:**

<https://tafeqld.edu.au/about/who-we-are/reconciliation-action-plan>

<https://tafeqld.edu.au/about/who-we-are/social-and-environmental-sustainability-action-plan>