Community Workforce Plan

Planning Guide and Tools

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Australian Government

Northern Territory Government

Introduction

This Community Workforce Planning Guide and Tools provide a consistent approach to support development of local Workforce Plans for remote communities in the Northern Territory.

Community Workforce Plans aim to support improved economic participation. This means people getting into, as well as staying and advancing in jobs. It also means informing service providers, businesses and others who are engaging with the local workforce.

There are Seven Steps in the Community Workforce Planning Guide. Each step includes tools to support planning activity as well as referencing resource material to guide the planning process.

The writers have endeavoured to ensure the Guide is current. However, users are encouraged to access and use other valid data sources they consider relevant to their specific needs.

The Community Workforce Planning Guide and Tools resource is available at http://www.dob.nt.gov.au/Employment/workforce-development/Pages/default.aspx

Planning Method Flowchart

This flowchart demonstrates each step of the workforce planning process based on a detailed analysis of workforce supply and demand.

The colours used in this flowchart correspond to the sections in this planning guide.

Figure 1: Planning Method Flowchart

*Please note that **Step 8** in this document is not included in the flowchart, as it represents the presentation of the plan, rather than the development of the plan.*

Collection of Data

Two types of data templates are provided in this guide.

Data Tables which have been designed to include statistical and similar types of quantifiable information.

User Tables facilitate the collection of summary and qualitative information.

Available data
The Department of Business has populated data tables for a number of communities in the Northern Territory, they are:

Ali Curung	Angurugu	Borroloola	Daguragu/Kalkarindji	Elliott	Galiwinku
Gapuwiyak	Gunbalanya	Lajamanu	Maningrida	Milingimbi	Ngukurr
Ntaria	Numbulwar	Papunya	Ramingining	Umbakumba	Wadeye
Wurrumiyanga	Yirrkala	Yuendumu			

The data tables for these communities can be downloaded from
www.dob.nt.gov.au/Employment/workforce-development

The Local Implementation Plans developed as part of the Remote Source Delivery framework 2009 to June 2014 and referred to in the checklist(s), continue to be a useful reference source.

Step 1

Where are we?
Community Context

Understanding the characteristics of each community is essential for place-based workforce planning. Although specific *workforce supply and demand* information (Steps 2 and 3) relating to the labour market will be collected and analysed, planners require a contextual understanding of the varied influences that impact on employment and participation.

Each community is unique and none is static. Legislative changes, demographic shifts or significant social issues all impact on community and regional labour markets. Understanding the demography and community structures and practices help ensure community planners are well placed to propose workforce strategies.

Research on many communities and regions already exists. Planners should access information including Local Implementation Plans, Regional Council plans and Community Service Delivery Overviews. Designers should also visit communities and meet with labour market stakeholders.

Checklist

Identify an appropriate means to develop an understanding of the community and its issues and aspirations

- ☐ Visit the community as part of this planning
- ☐ Read the Local Implementation Plan
- ☐ Read the Regional Council Plan, available from the Regional Council website
- ☐ Read the Community Service Delivery Overviews on the Major Remote Towns website: http://www.rdia.nt.gov.au/major_remote_towns/major_remote_towns
- ☐ Complete the Community Context templates

Community context

Name of community:

User Table 1 – Communication and key contacts			
List of languages spoken in the community / region	Refer www.nt.gov.au/ais		
Names of traditional owners / custodians			
Aboriginal organisations			
Government agencies			
Other			
Any other information			

Data Table 1 – Population of the community					
Age (years)	Indigenous		Non-Indigenous		Total
	Male	Female	Male	Female	
0 - 14					
* (12 – 17)					
15 – 24					
25 – 44					
45 – 64					
65+					
Total					
Source: Census 2011*(12 – 17). This sub-set of the population includes 17 year olds who are required to remain in education or training unless working. The actual numbers are included in the 0-14 and 15-24 age groups.					

User Table 2 – Location of the community / region		
Name of nearest town / community / regional centre		
Distance to nearest town / community / regional centre		
Name and distance from main community to surrounding homelands / outstations included in this plan	Name of homelands / outstations	Distance from main community / regional centre
Any other information		

User Table 3 – Access to and from the community / region	
Is the road to the community sealed all the way?	☐ Yes ☐ No
Is the community serviced by an airport / airstrip?	☐ Yes ☐ No
If applicable, are the airport / airstrip serviced by Regular Passenger Transport (RPT) scheduled flights?	☐ Yes ☐ No (charter only)
Is there a regular transport service between the community and the nearest Town Centre?	☐ Yes ☐ No
Do weather conditions impact service delivery at particular times of the year?	Bus ☐ Yes ☐ No Plane ☐ Yes ☐ No
Is there a regular bus / transport service around the community?	☐ Yes ☐ No
Any other information	

Infrastructure, services and events

User Table 4 – Services and infrastructure			
Identify the infrastructure and services available in the community			
Internet access	☐ Free Wi-Fi hotspots	☐ Broadband	☐ Satellite access
Freight services	☐ Air	☐ Sea	☐ Road
Business / industry – local	☐ Shop / Store	☐ Garage / Workshop	☐ Arts centre
	Others:		
Business / industry – region	☐ Mines	☐ Stations	☐ Tourism
	Others:		
Health Services	☐ Clinic	☐ Hospital	☐ Dentist
	Others:		
Education / Training	☐ Pre-school	☐ Primary school	☐ Secondary school
	☐ Training room	Others:	
Children Services	☐ Early learning centre	☐ Childcare centre	☐ Family learning centre
	Others:		
Community Services	☐ Aged care service	☐ Sport and rec hall	☐ Library
	☐ Women's shelter	☐ Basketball courts	☐ Training rooms
	☐ Safe house	☐ Football oval	☐ Trade training centre
	☐ Interpreter service	☐ Swimming pool	☐ Museum
	☐ NT Police station	☐ Church services	☐ Post office
	☐ Youth services	☐ Outstation services	Others:
Regional Council	☐ Council offices	Others:	
Visitor accommodation	☐ VOQ	☐ Hotel / motel	☐ Caravan park
	Others:		
Power / Water	☐ Power generation	Power / water source:	
Any other information			

User Table 5 – Major employers in the community

Identify the major employers in the community

Employer	Contact information

User Table 6 – Industry / Major employers in the region

Identify the major industries and employers in the region

Industry / employer	Contact information	Distance from community

User Table 7 – Community events

Identify community events with employment and workforce development opportunities (e.g. festivals)

Events	Frequency	Dates

Step 2

What do we know?
Workforce Research

Having established an understanding of the community context, planners engage in research and data collection to undertake a detailed analysis of workforce supply and demand.

Workforce supply involves identifying the number, skills, training and other characteristics of people currently engaged in employment, as well as the potential workforce (including those who are unemployed, underemployed or outside the labour force). The templates in Parts A and B assist with workforce research. Planners can use data available to them from a variety of sources, including census data and/or Territory and Australian Government data, or conduct their own surveys.

Workforce demand considers the jobs available in the community or region, the skills required, and identifies the employers offering local work.

Checklist

Review the following labour force information that may be available:

- ☐ Business and Economic Profiles
- ☐ NTG Jobs Profile
- ☐ ABS demographic data
- ☐ Local Implementation Plan (LIP)

Consult / Visit / Meet the following (where relevant):

- ☐ Local and regional employers
- ☐ Community members and local organisations
- ☐ Local education, training and employment services
- ☐ Government Engagement Coordinators
- ☐ Industry bodies and professional associations
- ☐ Regional Councils and community organisations
- ☐ NT and Australian Government personnel

Review and complete the following templates:

- ☐ Part A: Workforce supply
- ☐ Part B: Workforce demand

Note:

Data Tables and User Tables in Step 2 have been populated with 2011 data for the following communities. This information can be downloaded from
http://www.dob.nt.gov.au/Employment/workforce-development/Pages/default.aspx

Ali Curung	Angurugu	Borroloola	Daguragu/Kalkarindji	Elliott	Galiwinku
Gapuwiyak	Gunbalanya	Lajamanu	Maningrida	Milingimbi	Ngukurr
Ntaria	Numbulwar	Papunya	Ramingining	Umbakumba	Wadeye
Wurrumiyanga	Yirrkala	Yuendumu			

Part A – Workforce supply

Workforce supply traditionally identifies the number, skills, training and other characteristics of people currently engaged in employment as well as the potential workforce (including those who are unemployed, underemployed or not in the labour force).

Workforce demand considers work opportunities / jobs available and which employers are offering work in the community or region. Workforce demand also identifies the skills or training required to undertake this work.

Data Table 2 – Employed / unemployed by age, gender and Indigenous status

Age (years)	Employed					Unemployed					Total in Labour Force	Total NOT in Labour Force
	Indigenous		Non-Indigenous		Total	Indigenous		Non-Indigenous		Total		
	M	F	M	F		M	F	M	F			
15-24												
25-44												
45-64												
65+												
Total												

Data Table 3 – Employed by full-time / part-time, gender and Indigenous status

	Male			Female			Total		
	Indigenous	Non-Indigenous	**Total**	Indigenous	Non-Indigenous	**Total**	Indigenous	Non-Indigenous	**Total**
Full-Time									
Part-Time									
Total									
Permanent									
Temporary									
Total									

Data Table 4 – Employed by full-time / part-time, temporary / permanent, gender and Indigenous status

	Male			Female			Total		
	Indigenous	Non-Indigenous	**Total**	Indigenous	Non-Indigenous	**Total**	Indigenous	Non-Indigenous	**Total**
Full-Time									
Part-Time									
Total									
Permanent									
Temporary									
Total									

Source: Information in this table comes from NTG Jobs Profile, 2011 and reflects the information provided by employers about the composition of their respective workforces.

Data Table 5 – Job Services Australia (JSA) Job Seekers – January to June 2011

Age (years)	**Number**	**Percentage**
19 and under		
20 - 24		
24 - 45		
45 +		
Total		
Male		
Female		
Total		

Source: DEEWR special data request July 2011.

Data Table 6 – Community members not in the labour force

	Male			Female			Total		
	Indigenous	Non-Indigenous	**Total**	Indigenous	Non-Indigenous	**Total**	Indigenous	Non-Indigenous	**Total**
Disability									
AUSTUDY / ABSTUDY									
Parent / Caregiver									
Other									
Total									

Note: This data may be accessible to some service providers. This information is not available through the Department of Business.

Data Table 7 – VET Unit completions 2010 and 2011					
	2010 unit completions		**2011 unit completions**		**Yearly change**
Industry by NT VET Funding	Number	% of totals	Number	% of totals	Number
Arts, entertainment, sports and recreation					
Automotive					
Building and construction					
Business and clerical					
Community services, health and education					
Engineering and mining					
Finance, banking and insurance					
General education and training					
Primary industry					
Process manufacturing					
Sales and personal services					
TCF and furnishings					
Tourism and hospitality					
Transport and storage					
Utilities					
Total					

User Table 8 – VET & other training scheduled to be delivered in/for the community			
Provider: RTO / other specialist	Training / qualifications planned for delivery	Mode of delivery (e.g. online / block)	Timeline

Part B – Workforce demand

This Part B captures information about jobs available in the community. User Table 9 template supports the listing of all jobs available in the community. The details of information collected at this stage of the development of the Community Workforce Plan will determine the quality of information available to provide profiles of job status, ie occupied and vacant, details of people in jobs as a well as the types of occupations available using ANZSCO and ANZSIC classifications.

The information recorded in User Table 9 forms the basis of all data tables in Part B.

User Table 9 - Jobs in the community

					For Filled Jobs Only			Job Classification	
Occupation	Employer	Filled or Vacant	Permanent or Temporary	Full-time or Part-time	Gender	Age Group	Indigenous Status	ANZSIC Classification	ANZSCO Classification

Data Table 8 – Employed by industry and Indigenous status and count of vacant jobs by industry

Occupation (ANZSIC major group)	Employed persons			Jobs Vacant	Total Jobs
	Indigenous	Non-Indigenous	Total		
Accommodation and food services					
Administrative and support services					
Agriculture, forestry and fishing					
Arts and recreation services					
Construction					
Education and training					
Electricity, gas, water and waste services					
Financial and insurance services					
Health care and social assistance					
Information media and telecommunications					
Manufacturing					
Mining					
Other services					
Professional, scientific and technical services					
Public administration and safety					
Rental, hiring and real estate					
Retail trade					
Transport, postal and warehousing					
Wholesale trade					
Total					

Data Table 9 – Count of jobs filled by industry and Indigenous status and count of jobs vacant by industry

Occupation (ANZSIC major group)	Employed persons			Jobs Vacant	Total Jobs
	Indigenous	Non-Indigenous	Totals		
Accommodation and food services					
Administrative and support services					
Agriculture, forestry and fishing					
Arts and recreation services					
Construction					
Education and training					
Electricity, gas, water and waste services					
Financial and insurance services					
Health care and social assistance					
Information media and telecommunications					
Manufacturing					
Mining					
Other services					
Professional, scientific and technical services					
Public administration and safety					
Rental, hiring and real estate					
Retail trade					
Transport, postal and warehousing					
Wholesale trade					
Total					

Data Table 10 – Employed by occupation and Indigenous status

Occupation (ANZSCO major group)	Employed Persons			Jobs Vacant	Total Jobs
	Indigenous	Non-Indigenous	Total		
Clerical and Administrative Workers					
Community and Personal Service Workers					
Labourers					
Machinery Operators and Drivers					
Managers					
Professionals					
Sales Workers					
Technicians and Trades Workers					
Other Occupations					
Total					

Source: Census 2011.

Data Table 11 – Count of filled jobs by occupation and Indigenous status and count of jobs vacant by occupation

Occupation (ANZSCO major group)	Jobs Filled			Jobs Vacant	Total Jobs
	Indigenous	Non-Indigenous	Total		
Clerical and Administrative Workers					
Community and Personal Service Workers					
Labourers					
Machinery Operators and Drivers					
Managers					
Other occupations					
Professionals					
Sales Workers					
Technicians and Trades Workers					
Total					

Source: NTG Jobs Profile, 2011.

Data Table 12 – Summary of jobs and job vacancies

Total number of jobs in the community / region	
Number of filled jobs	
Number of jobs filled by Indigenous people	
Number of jobs filled by non-Indigenous people	
Number of job vacancies	
Number of registered job seekers	

Source: NTG Jobs Profile, 2011, DEEWR Special data request July 2011.

Step 3

What's coming up?
Identifying Future Needs

A comprehensive workforce plan also identifies future growth and workforce needs.

Step 3 focuses on projecting future opportunities and challenges for business and industry. Information collected here will identify opportunities for employment and career advancement as well as rationalisation of work.

Forecasting is not straightforward. Identifying future demand and supply requires regular review. It is essential to consider changes that may arise with the expansion or contraction of existing work, or the establishment of new opportunities.

An environmental scan will assist in considering the range of factors that may influence future workforce developments.

Having identified a range of factors that may influence future developments, planners should consult with stakeholders to identify future employment opportunities locally and in the region.

These opportunities can be categorised as possible or probable, based on the likelihood of employment opportunities being available in the short, medium or long term.

When new or expanded opportunities have progressed significantly in the planning phase, as evidenced by the submission of business plans, council approvals, the securing of funding etc, these future opportunities can be considered probable.

Where much work is required to determine whether an opportunity is viable, or where little or no planning has occurred, we consider this opportunity possible.

Future opportunities are prioritised in the development of the workforce plan:

H	**=**	**High**	**Immediate priority**
M	**=**	**Moderate**	**Future priority**
L	**=**	**Low**	**Longer term future priority**

Probable future opportunities are assigned a High or Moderate priority status, determined by the project's planning and likely time of implementation. **Possible** opportunities may be considered as a Low priority, or may not be factored into the plan at all, until a reasonable level of planning has occurred.

Consideration must be given to future opportunities that may occur in the **local** community, as well as those that are developing **regionally**.

Checklist

Review available documents including:

- ☐ Business and Economic Profiles
- ☐ Available feasibility studies and planning approvals
- ☐ Local Implementation Plan (LIP)
- ☐ Regional council plans
- ☐ Regional/Industry development plans

Consult/Visit/Meet with the following (where relevant):

- ☐ Local and regional employers
- ☐ Economic Development Officers
- ☐ Community organisations
- ☐ Local education, training, employment services
- ☐ Regional councils
- ☐ Industry bodies or professional associations

Complete the following tables:

- ☐ User Table 10 - Environmental Scan
- ☐ User Table 11 - Future Workforce Opportunities

User Table 10 – Environmental scan

This table is used to identify factors that may influence the development and implementation of this workforce plan. The environmental scan should be monitored and changed as circumstances change.

	Short-term implications	Long-term implications
Financial Consider factors that may influence the amount of funding available for workforce planning. These include likely or potential increases and decreases.		
Technology & infrastructure Consider technological and infrastructure changes that may impact workforce planning, such as expanded telecommunication services or construction of new transport links.		
Demographic Consider factors that may impact on the demographic structure of the population, such as migration patterns.		
Political Consider potential changes to political systems that influence the community at local, Territory and Federal levels. Consider potential policy decisions that may impact on workforce planning.		
Economic Consider economic circumstances that may influence community workforce planning, including the availability of government funding or grants.		
Support services Consider likely and future changes to services available to support community workforce planning.		
Strategic partnerships Consider likely and potential partnerships that may occur between community and external stakeholders, such as charities, non-government organisations and government bodies.		

User Table 11 – Future workforce opportunities

Business Type	L	Source of information	Work completed	Work required	S	Projected job numbers		P
Example Tourist accommodation	L	Hermannsburg/ West Aranda Tourism Development Plan NT Tourism	Discussions with community Discussions with current tourism providers in progress	Feasibility study (in progress) Business plan (commenced) Finance secured Approvals / licences gained	Pr	Room attendants Front-of-house / Receptionist Kitchen/Food and beverage Staff Grounds person / Maintenance Cleaners	4 2 4 2	**H**

Key

L – Location
L = Local
R = Regional

S – Status
PR = Probable
PO = Possible

P – Priority
H = High
M = Moderate
L = Low

Step 4

What does it all mean?
Issues Analysis

Armed with an understanding of the community context and research relating to the current and projected workforce supply and demand needs, the planner undertakes an analysis of the data to identify issues that require consideration in the plan.

This analysis allows the community to optimise available and anticipated jobs and career opportunities. It should also inform employment related service providers, including educators and training organisations, as well as local businesses, about the available workforce and projected needs.

This section guides the effective analysis of the workforce labour demand and supply data. It also consolidates the issues identified that relate to training, skills, and information about the take up of employment, retention and career opportunities for local people.

This section includes tables that support the process of analysis. They allow planners to:

1. Identify relevant aspects of the data
2. Effectively organise the data to support analysis
3. Identify gaps in the data, and to reflect on strategies that may assist in managing these gaps
4. Identify how effectively training and other programs have been implemented
5. Consider what planning approaches address supply and demand
6. Determine how resources can be identified, and gauge the potential for improved access to relevant programs to meet the workforce needs planning for the community.

Process for Analysis

Analysis – Supply and demand considers the analysis in simple terms comparing jobs available in the community with the number of current and potential workers. Comparison will identify issues affecting employment in the community.

Analysis by age and gender examines the data in more detail, by considering age and gender factors that may influence workforce participation.

Planners may elect to continue the analysis using the ANZSIC and ANZSCO classification codes developed in Step 2. This will allow a more detailed analysis of workforce research.

It is important to conduct analysis of the training that has been identified to ensure that current and future training aligns with workforce needs. **Training analysis** will assist you in completing this task.

Analysis also requires consideration of future opportunities and challenges identified in Step 3. New industries may bring employment opportunities that require consideration in the workforce plan. **Future opportunities analysis** can be used to undertake this work.

Checklist

- ☐ Consider contextual issues that impact on employment
- ☐ Consider current and future issues of workforce supply and demand
- ☐ Undertake gap analysis between supply and demand
- ☐ Identify impediments to employment recruitment and retention
- ☐ Identify employment and other support programs

Consult with:

- ☐ Local and regional employers and business
- ☐ Employment and training service providers
- ☐ NT and Australian Government personnel
- ☐ Relevant data analysts

Complete and consider the following tables:

- ☐ Analysis – Supply and demand
- ☐ Analysis by age and gender
- ☐ ANZSIC/ANZSCO analysis
- ☐ Training analysis
- ☐ Future opportunities analysis

Step 4 Issues analysis Analysis – Supply and demand

Use the data collected in Steps 2 and 3 to complete the summaries below and consider the issues this data identifies.

Supply
The following figures represent the number of community members employed and not employed.

User Table 12 – Population by employment status					
Community population *17-64 years	Community population 12-17 years (entering the workforce)	Community population 55 – 65 years (exiting the workforce)	Number employed	Number unemployed	Number aged *17-64 not in the workforce

** This data may not be readily available, data may be drawn from Data table 1.*

Demand

User Table 13 – Current and projected jobs in the community					
Jobs currently in the community			**Projected jobs (over next 5 years)**		
Total full-time jobs	Total part-time jobs	Total jobs	Total full-time jobs	Total part-time jobs	Total projected jobs

Consider issues that arise from an analysis of this data. Examine areas of strength and issues of concern.

Questions to consider include:

- Do the numbers of people currently employed and those entering the workforce exceed the number of available and projected jobs? What challenges may this present?
- What is the number and impact of people aged 17 – 64 years not in the workforce?
- What impact and benefits does the use of full-time and part-time jobs offer the community and employers?

Enter in the space below the issues that may require specific strategies in the workforce plan.

Issues for consideration

User Table 14 – Analysis by age and gender

Use the information collected in Step 2 to identify areas of strength and issues of concern relating to the age and gender of employees, jobseekers and those not in the labour force. The questions below will assist.

Use the responses to these questions to identify issues for consideration in the workforce plan.

1. Which age group / gender has the highest number of employed?	
2. Which age group / gender has the lowest number of employed?	
3. Which age group / gender has the highest number of registered job seekers?	
4. Which age group / gender has the lowest number of registered job seekers?	
5. Are more males or females registered as job seekers?	
6. Are more males or females employed?	
7. Which age group (and/or gender) has the highest number of Indigenous and non-Indigenous labour market participants employed and job seekers?	
8. What is the impact of this age group (and/or gender) on the labour market?	
9. What is the relationship between job seekers in this (age / gender) group and job vacancies?	
10. What percentage of the total community population for each age group represents job seekers and employed persons?	
11. Which age group has the highest percentage of job seekers? Why?	

12. Does any age group have a high percentage of the age cohort not engaged with the labour market as either employed or a job seeker? Why?	
13. Does any age group have a significant under-representation in employment compared with registered job seekers? How might this be explained?	
14. Does any age group have a significant over-representation in employment when compared to registered job seekers? How might this be explained?	
15. What issues does the Labour Market profile data highlight for the labour market and employers? E.g. Opportunity for locals to undertake work currently done outside the community.	
16. Other	

Summary of issues (These can be transferred to the Action Plan)

Issues analysis ANZSIC/ANZSCO analysis

Use the questions below to guide consideration of local job market issues. Completing these questions will give some understanding of the labour market situation, and identify issues that must be considered in the workforce plan.

User Table 15 – Industry codes	
Use the data from **Data Tables 8 and 9** to compare the distribution of jobs across each industry area	
1. Which of the ANZSIC categories has the highest number of overall jobs? What might be the impact of this on the local labour market?	
2. Which of the categories has the least number of jobs? What might be the impact of this on the local labour market?	
3. Which categories have the highest number of vacancies? How might this be explained?	
4. Which has the lowest? How might this be explained?	
5. What other issues for the local labour market does the data in Data Tables 8 and 9 reveal?	

User Table 16 – Occupation codes	
Use the data from **Data Tables 10 and 11** to compare the distribution of total number of occupations	
1. Which occupational group has the highest number of jobs? How might this impact on the local labour market?	
2. Which occupational group has the lowest number of jobs? How might this impact of this on the labour market?	
3. Which occupational group has the highest number of filled positions?	
4. Which occupational group has the highest number of vacancies? How does this relate to the occupation area with the highest number of filled positions?	
5. What other issues for the local labour market do the data in Data Tables 10 and 11 reveal?	

Summary of issues

User Table 17 – Training analysis

Use the information in **Data Table 7** to identify areas of strength and issues of concern relating to the training provided to community members. The questions below will assist in the analysis.

Use the responses to these questions to identify issues for consideration in the workforce plan.

1. Does the training provided in the community align with current and future workforce needs?	
2. Does the enrolment / completion data suggest issues with the ability of trainees to complete training or the suitability of the training?	
3. Is there evidence that training is provided based on the availability of an RTO or funding, or other reasons separate from workforce supply and demand factors?	

Summary of issues

Note:
A template to develop a Training Plan, which may be an agreed action to respond to issues raised is included at **Appendix 1**.

User Table 18 – Future opportunities analysis

Use the information gathered in Step 3 to identify areas of strength and issues of concern relating to future employment opportunities. The questions below will assist you in the analysis.

Use the responses to these questions to identify issues for consideration in the workforce plan.

1. Does current workforce demand suggest likely engagement in probable future employment opportunities?	
2. Does current and recent training support future opportunities in the short and medium term?	
3. What issues from the Environmental Scan are likely to influence workforce planning in the short and medium term?	
4. What planning response may be required to address issues identified in the Environmental Scan?	

Summary of issues

Step 5

What do we do?
Developing Workforce Strategies and Actions

Step 5 develops the 'what we need to do' section of the Community Workforce Plan.

The strategies and actions that are developed at this **Action Plan Appendix 2** stage should include how to

- Effectively respond to the issues that have been identified from the analysis that has occurred in Steps 2, 3 and 4 of the workforce planning cycle
- Align the current and projected workforce with available employment and potential opportunities
- Improve job outcomes for locals
- Develop employment pathways to effectively link people to jobs
- Promote career advancement for existing employees
- Provide business with a skilled and available workforce.

The development of effective strategies and actions will require planners to

- Understand the context in which the activity will occur
- Engage with key community members and other stakeholders to ensure proposed activity is appropriate and viable
- Consider how actions can be achieved and the resources and time required to deliver outcomes
- Consider how the strategies and actions can be measured and also how they can be monitored to keep activity on target.

Stakeholders likely to be involved in the development of the **Action Plan Appendix 2** include

- Community organisations
- Community members
- Local and regional employers
- Employment service providers
- Regional councils and authorities
- Relevant Australian or NT government agencies
- Industry bodies
- Training Advisory Councils and training providers
- Local schools and regional education bodies
- Other service providers who may need to support individuals engage in employment pathways.

Developing the Action Plan

Strategies and actions will have varying timeframes depending on the complexity of issues, implementation requirements, stakeholder commitments and resource needs.

Planners, with their collaborators, can choose what they consider to be the most effective method to develop their Action Plan. This guide provides an Action Plan template **Appendix 2** that can be readily adapted for use.

The Action Plan is likely to be made up of both strategies and actions in order to respond to the types and breadth of issues to be addressed. In this planning context, a strategy refers to the big picture or the overall 'strategic' intent, whereas an action can be a one-off activity or be one of a series of actions as part of a strategy. For example a **strategy** might be to 'increase the overall workforce participation of the community'. Respective **actions** might be for 'local business, other employers and employment service providers to actively promote available work opportunities within their community' and to 'support local business and services to identify and employ locals for available jobs' and/or 'to work with local business and others employers to undertake improved job design, including use of part-time and shared work arrangements'. Using this example, all actions would contribute to measurable achievements that demonstrate the strategic intent 'to increase employment participation' has occurred.

Training, skills development and support
Employment driven skill development and structured training are likely to feature in the Community Workforce Plan-Action Plan. Development of this aspect of the plan should take into account the skills, aptitudes and other qualities required for individuals or groups to successfully enter the workplace, progress in their work as well as stay in a job. A template to develop a Training Plan to support this whole-of-community activity is included as **Appendix 1**. Details of the industry training, general training, employability skills and industry or work experience relevant to the types of jobs know to be generally available in remote communities can be captured by using **Appendix 1**. Planners may also wish to refer to the training detail contained in **Appendix 5** to prepare specific information about particular jobs and training and other pathways required for the community as part of completing the Training Plan.

An Individual Employment Pathway Plan template **Appendix 3** is provided as a guide to assess and record the needs and support required for individuals.

Introducing the Cultural Framework

The *Community Workforce Plan – Planning guide and tools* incorporates the traditional workforce planning methodology that focuses on 'supply and demand'. However it also introduces a *Cultural Framework* that has been developed as part of the *Community Workforce Plan – Planning Guide and Tools*.

The Cultural Framework can be used as an engagement tool and as a classification system to strengthen community workforce planning activity.

Planners, their colleagues and the community can jointly use the Cultural Framework to assist the action planning process and to develop responses to workforce matters within a localised community context. The *Cultural Framework* is described in detail in **Appendix 4**.

Using the Cultural Framework

The following demonstrates how jobs in communities can be categorised using the Cultural Framework.

Developing Workforce Strategies Assigning jobs to Cultural Fields

In order to promote cultural engagement with job vacancies or career advancement, workforce planners are encouraged to use the Cultural Framework, described in Appendices 3 and 4.

In order to use the Framework, planners are required to categorise jobs (and job vacancies) in the community and region into each of the five fields described in the Framework.

Consider the roles and responsibilities of each position, and use this information to classify the job into the most relevant field. Where the place of positions is unclear, or where a position could feasibly align with more than one field, we recommend engagement with the community to determine the most appropriate categorisation.

The following table provides an outline of how some common jobs may be allocated to each field.

Strong in Culture	Working on Country	Caring for Family and Community	Building the Community	Servicing the Community
Interpreter	Stock & Station Hand	Aboriginal Health Worker	Bus Driver	Cleaner
Professional Artist	Farm Hand	Aged Care Workers	Plant Operator	Administrative Officer
Art Worker	Gardener	Child Care Workers	Mechanic	Hospitality Worker
Art Centre worker	Tour Guides	Night Patrol Officer	Builder	Retail Worker
Cultural /Tour Guide	Ranger/Sea Ranger	Sport and Recreation Officer	Housing Manager	Store Manager
Cultural/Heritage Officer	Parks and Wildlife Officer	Teacher	Essential Services Officer	Animal Control Officer
Cross-Cultural Adviser	Environmental Health Worker	Registered Nurse	Plumber	Trainer

The Cultural Framework provides a means of being able to more readily describe types of work in an applied context, and one which is likely to have more relevance to community members than by using current titles or classifications that are used to describe jobs. For example an Administrative Officer – AO4 may have limited meaning in a community context whereas talking about a job that is 'strong in culture' or 'working with country' has an applied and recognised relevance for people living in remote communities.

While the Cultural Framework has been developed for use in the Northern Territory it could be applied elsewhere.

The Cultural Framework is being used in a number of different settings including education to align vocational training and employment opportunities via career pathway plans.

Other features and applications of the Cultural Framework that have relevance for the community workforce planning process as described in this *Community Workforce Plan – Planning guide and tools* include:

- Provision of a Training Map **Appendix 5**. This appendix organises the various jobs known to exist across remote Northern Territory communities into the five fields that make up the Cultural Framework. The Training Map data also lists the training, development and

experience these jobs require. The NT-wide job data contained in **Appendix 5** can also be used to support the development of Training Plans (Appendix 1) for a specific community.

- A template Categorising jobs by cultural field – **Appendix 6**. The template aids the collection of job data and the allocation of jobs within specific communities to particular cultural fields. This categorisation of like type jobs will help job seekers and community members identify areas of interest for themselves when looking for particular types of work, or understanding the type of work available. Data in this template will also help employers and others see commonalities between jobs and how structured employment pathways can be developed. Note that **Appendix 6** is an adaptation of the jobs survey tool introduced as **User Table 9** to record local jobs.
- **Cultural Framework Information Sheets – Appendix 7**. These sheets have been designed as hand-outs for individuals to engage them in discussions and planning for employment pathways.

The Cultural Framework that is proposed in this document has been used in some communities in the Northern Territory. It is important that the job allocated to the cultural field, other text and symbols are discussed and accepted by the community before being broadly applied.

Step 6

How do we do it?
Implementing the Workforce Plan

Effective implementation depends on engaging and getting buy-in from the appropriate individuals and/or organisations to agree to work toward achieving identified actions and outcomes.

These strategy actions and outcomes have been identified Step 5.

Step 6 prioritises strategies and actions, establishes implementation timelines and identifies responsible parties to achieve these actions.

The Action Plan that is developed at Step 5 can be expanded to include timelines and responsibilities.

The implementation, monitoring and evaluation of the Workforce Plan and actions are closely aligned activities. Planners may therefore decide to complete Steps 6 and 7 concurrently.

Checklist

- ☐ Engage with stakeholders to determine priorities, timelines and responsibilities

Complete the following table:

- ☐ Implementing the Plan [Appendix 2]

Step 7

How are we going?
Monitoring, Reviewing and Evaluation

Step 7 provides the opportunity to establish the mechanism and timeframe to review the data developed in Steps 1 to 3 and the analysis and identification of issues, both current and new, developed in Step 4.

Monitoring the strategies and actions developed at Step 5 allows for modifications and adaptations and provides the ability to respond to changing workforce circumstances as well as other opportunities or challenges that eventuate.

Processes should be established to review and evaluate strategies upon completion. This process should include an analysis of quantitative and qualitative information contained in the Workforce Plan. Analysis of workforce data to identify improved levels of workforce participation as well as discussions with employers, employees and other stakeholders will support an effective review and evaluation process.

The nature of monitoring, reviewing and evaluation will be dependent on the strategies and actions identified in Step 5. **User Table 19 Monitoring the plan** can assist in preparing approaches and timeframes associated with monitoring.

User Table 20 Review / Evaluation can be used to prepare approaches for review and evaluation.

Checklist

- ☐ Identify stakeholders who will be involved in monitoring the workforce plan. This would include the currency of data as well as progress of actions, outcomes achieved and further progress required
- ☐ Develop a time line for monitoring, review and evaluation
- ☐ Develop processes to monitor strategies during implementation
- ☐ Develop processes to review and evaluate strategies

Complete the following templates:

- ☐ User Table 19 Monitoring the Plan
- ☐ User Table 20 Review and Evaluation

User Table 19 – Monitoring the Plan

Through discussions with relevant stakeholders, identify appropriate review methods to monitor the workforce plan.

Monitoring process	Date

User Table 20 – Review and Evaluation

Through discussions with relevant stakeholders, identify appropriate review methods to monitor the workforce plan.

Review / evaluation process	Date

Step 8

How will it look?
Presenting the Workforce Plan

The final step in the process is to collate the information developed through Steps 1 to 7.

Step 8 consolidates the completed tables from the previous steps to form the Community Workforce Plan. A cover page, contents page and description of methodology, acknowledgments and the intellectual property limitations are also provided for inclusion in the published plan.

The **Plan Template** will go at the front of the workforce plan in order to provide structure to the collated templates from Steps 1 to 7.

Checklist

- ☐ Collate templates from Steps 1 through 7 and arrange in order
- ☐ Complete the Plan Template for use as the plan's cover page
- ☐ Edit the language and structure of each template to present a final document
- ☐ Determine whether there is data in the plan that would limit its availability and mark appropriately e.g. Confidential/ Limited Access

Plan Template (remove this heading in the final plan)

Community Workforce Plan

Enter Community Name

Duration of plan:	
Plan prepared by:	
Date plan completed:	

CONFIDENTIAL [Determine if there is content in the plan that limits access, and label accordingly]

Contents

1.	Community Workforce Planning Method	4
2.	Community Context	5
3.	Workforce Research	X
4.	Future Needs	X
5.	Analysis of Issues	X
6.	Strategies	X
7.	Implementation	X
8.	Monitoring, Review and Evaluation	X

Acknowledgments

[Enter acknowledgements as appropriate]

The Cultural Framework remains the intellectual property of Informed Solutions (NT) Pty Ltd. While it may be used within the context of this Community Workforce Plan, adaptation or application of the Cultural Framework outside this process requires permission. [This statement may be removed if the Plan does not make reference to the Cultural Framework – see Step 5 of the Planning Document]

This document was developed using the Community Workforce Plan – Planning Guide and Tools. This guide was developed with the assistance of joint funding from the Northern Territory and Australian governments under the Indigenous Training for Employment Program.

Community Workforce Planning Methodology

This Community Workforce Plan followed a seven-step process for undertaking workforce research and analysis in order to develop strategies appropriate to the community context. These strategies will be implemented, monitored and reviewed.

Step 1 establishes the context for the development of the plan.

Steps 2 and 3 summarise relevant information on the current and future workforce supply and demand in the community and region.

Step 4 summarises the community analysis and issues.

Step 5 identifies strategies and actions to address the workforce issues for the community.

Steps 6 and 7 outline how the plan will be implemented, monitored and reviewed.

The documents in the following pages outline the information collected and analysed for this community. The colours used in the flowchart below correspond with each section of the plan.

Figure 1: Planning Method Flowchart

Completed Data and User Tables and any other material that has been developed to compile your own Community Workforce Plan.

Appendix 1 – Training Plan

Part 1:
Structured training

Job name & description General description to assist with identifying where specific jobs fit in the training plan. Use the Job Guide or information from TACS to help you describe each job.	**Industry training** These courses provide training to enable job seekers to obtain essential knowledge and skills for the specific job.	**General training** This training is for jobs with similar characteristics, for job seekers who will benefit from gaining broad knowledge of the industry area.	**Employability skills** These courses develop core skills for success in the workplace, or to progress an employee to a higher level of responsibility.	**Industry / Work experience** Requirements concerning industry experience and work experience are identified below.
Example Cultural Tour Guide	SIT10107 Certificate I in Tourism (Indigenous Culture) SIT20107 Certificate II in Tourism (Guiding)	70133NT Cert II in Indigenous Language and Knowledge Work CUL II Cultural Heritage and Management Training OH&S Training	FSK20113 Certificate II in Skills for Work and Vocational Pathways 91421 NSW Certificate I in Spoken and Written English NT “C” Class Drivers Licence	Work Experience with MAGNT, local cultural tour company, land council or similar

Part 2:
Other services and support that enable and maintain employment participation

Appendix 2 – Action Plan

Issues	Planned response	Priority	Implementation [Step 6] Completion date	Who is involved/ responsible
Insert issues from analysis of demand & supply refer User Tables 12 & 13				
Insert issues from analysis of Age and Gender refer User Table 14				
Insert issues from analysis of ANZIC/ANZSCO refer User Tables 15&16				
Insert issues from analysis of Training refer User Table 17				
Insert issues from analysis of Future opportunities refer User Table 18				
Include other issues				

Appendix 3 – Individual Employment Pathway Plan

Name	
Adviser/support person	
Meeting dates List dates of all meetings relevant to the development of this plan	
Previous/current jobs	
Training or other development undertaken	
What has worked and not worked to support ..... get employment and/or career advancement	

Section A: Identifying interest areas (Use the Cultural Framework to support this activity – Appendix 7)

Please indicate areas of work interest	

Section B: Identifying general training, development and other support

General training (Use the Cultural Framework – Appendix 5)			
Please indicate training that will support finding employment in areas of interest			
Course / Program / Activity	**Priority**	**Essential / preferable**	**Possible timeframe for delivery**

Section C: Identifying industry training

Industry training or higher education (Use the Cultural Framework – Appendix 5)			
Please indicate training that will support the client's specific employment opportunities			
Course / Program / Activity	**Priority**	**Essential / preferable**	**Possible timeframe for delivery**

Section D: Identifying work experience

Work experience (Use the Cultural Framework – Appendix 5)		
Please indicate work experience placements that will support the client in developing employment skills		
Employers	**Nature of experience** (Block, one day per week?)	**Dates**

Participant signature: _____ Date:_____/_____/_____

Adviser/supporter signature: _____ Date:_____/_____/_____

Appendix 4 – Cultural Framework

An introduction to the Cultural Framework

Effective Community Workforce Plans will present workforce information and strategies using a culturally responsive structure. The Cultural Framework, described here, provides this structure.

The Cultural Framework that is proposed in this document is being used in some communities in the Northern Territory. It is important that job groupings, text and symbols are discussed and accepted by community before being broadly applied.

The Cultural Framework assists in developing a greater understanding of the supply and demand story. By categorising jobs through cultural fields, current and future jobseekers are better placed to identify career interests, thus increasing demand for employment.

Similarly, by identifying areas of interest amongst job seekers, new or expanded enterprises can be developed in the knowledge that supply exists to meet increased demand.

Cultural fields allocate positions in ways that recognise the cultural values important to Indigenous job seekers.

Using the Framework

Job seekers can consider jobs available in the community that align with cultural areas of interest to them. If job seekers express interest in a particular field, they can explore jobs that may be available to them with a range of employers.

Cultural Fields

Five cultural fields are used to describe the Cultural Framework:

Jobs Strong in Culture

Jobs Working on Country

Jobs Caring for Family and Community

Jobs Building the Community

Jobs Servicing the Community

These fields are explained in detail on the following page.

Cultural Field	Description
Strong in Culture	Jobs in this field all share the key aspect of cultural knowledge as essential to successfully working in any positions identified as ***Strong in Culture***. A strong understanding of local Indigenous culture and a desire to share this knowledge through activities which include documenting, interpreting, explaining and describing the cultural significance of sites, places, people, images and practices (e.g.) is needed to work in this field. Jobs Strong in Culture require good communication skills whether talking to tourists, transcribing the oral stories of the community elders, or providing interpreter services for others. Spoken and written communication skills are important in this field.
Working on Country	***Working on Country*** includes all jobs that involve working on the land and respecting the local environment, including the land, waterways, animals and flora. A strong interest in nature and culture is needed to work in jobs in this field, as is an appreciation of working outdoors. Jobs Working on Country include rangers, conservation and land managers, pastoralists, cultural advisers assisting land claims and mining applications, and other work where being on country and working on the land is fundamental to the role.
Caring for Family and Community	Jobs in the ***Caring for Family and Community*** field all provide a direct service to community members so having an interest in working with people is important to be successful in this area. Jobs caring for family and community include work in the health sector, aged care, childcare, sport and recreation, drug and alcohol, education, and other community services. Caring for Family and Community jobs require people who enjoy helping others and who want to work in an area where they believe they can make a positive difference to the lives of others.
Building the Community	***Jobs Building the Community*** include the tradespeople, machinery operators, labourers, managers and professionals involved with developing the infrastructure including roads, buildings and essential services that make the local community. They need to create a safe and healthy community including safe roadways, repairing and building new houses, buildings for family and children's learning centres, visitors' centres and accommodation, and other projects. A keen interest in manual work and an attitude to 'get the job done' are needed to be successful in this field.
Servicing the Community	***Jobs Servicing the Community*** include those positions providing a service to the community and include roles in the retail sector, office and administration roles, hospitality and training. To work successfully in this field requires good organisational skills while enjoying working in an orderly workplace that has processes for doing tasks. Jobs that provide a service in the community require good written and oral communication skills and may involve working with others in a team environment

Appendix 5 – Training Maps

The Training Plan (Appendix 1) identifies the training required to meet the employment demand. The Training Maps provide a conceptual framework for organising jobs that exist in the local economy to provide a strategic approach to identifying training needs.

Workforce planners identify skills required for specific jobs, as well as jobs that share similar characteristics. For example, a jobseeker needs to ensure they are prepared for work by undertaking some work-ready **employability skills** training which may include **work experience** in a range of areas to help them find a job or industry area they find interesting. Many similar jobs, such as those relating to culture or country, have similar training bases. This is referred to as **general training** in the Training Plan while the **industry training** is the specific training required by regulatory or industry authorities.

The training identified for each job can be viewed as a process that the job seeker or employee works through to help reach an employment goal.

Using the Training Map

Once the jobs have been identified in each community, the next step is to identify the industry, general and employability skills training that can support an employee undertaking each particular job. The information in the following table will assist in identifying potential training for specific jobs. These jobs are listed in alphabetical order and grouped into cultural fields.

Disclaimer

- *Users of this framework should be mindful that the Training Map(s) that follow(s) are intended as a guide and were developed at a specific time.*
- *Not **all** jobs identified in the Training Map(s) will be available in **all** communities.*
- *Training Packages are regularly updated and as such, training pathways may not always be the same as described in the Training Map(s).*
- *Employers may use a variety of terms to describe jobs. The key to best identifying the type of work involved or similarities in job types is to focus attention on analysing the function of the job, rather than the job title.*
- *It is strongly recommended that users consult with the relevant Training Advisory Council or Industry Skills Council for contemporary advice. Contact details for Northern Territory Training Advisory Councils are attached.*

Services Industry Training Advisory Council (SITAC)

Level 2 Harbour View Plaza
8 McMinn Street, Darwin
GPO Box 4900, Darwin NT 0801
T: (08) 8942 1651
M: 0418 770 110
F: (08) 8942 0852
E: info@sitac.com.au
W: http://www.sitac.com.au

Primary Industries Training Advisory Council (NT) Inc (PITAC)

Level 2 Harbour View Plaza
8 McMinn Street, Darwin
GPO Box 4870, Darwin NT 0801

T: (08) 8981 0055
M: 0427 419 677
F: (08) 8981 0060
E: po@pitac.org.au
W: http://www.pitac.org.au

Transport, Engineering, Automotive Training Advisory Council (NT) Inc (TEATAC)
Level 2 Harbour View Plaza
8 McMinn Street, Darwin
GPO Box 38426, Winnellie NT 0821
T: (08) 8941 8840
M: 0437 418 841
F: (08) 8941 8850
E: teatacnt@bigpond.net.au
W: http://www.teatacnt.com.au

NT Cultural, Recreation and Tourism Training Advisory Council Inc (CHARTTES)
Level 2 Harbour View Plaza
8 McMinn Street, Darwin
GPO Box 359, Darwin NT 0801
T: (08) 8941 1956
M: 0427 715 159
F: (08) 8941 1982
E: info@charttes.com.au
W: http://www.charttes.com.au

Major Industries Training Advisory Council Ltd (MITAC)
Level 2 Harbour View Plaza
8 McMinn Street, Darwin
GPO Box 1610, Darwin NT 0801
T: (08) 8981 0077
F: (08) 8941 7470
E: mitac@mitac.org.au
W: http://www.mitac.org.au

Human Services Training Advisory Council (HSTAC)
Level 2 Harbour View Plaza
8 McMinn Street, Darwin
GPO Box 1557, Darwin NT 0801
T: (08) 8981 2550
M: 0488 444 556
F: (08) 8981 9822
E: admin@hstac.com.au
W: http://www.hstac.com.au

JOBS STRONG IN CULTURE

General Description	Industry Training	General Training	Employability Skills	Industry / Work Experience
Interpreter Interpreters use their knowledge of languages and culture to help others communicate.	Communication: 91423 NSW Certificate III in Spoken and Written English	70133NT Certificate II in Indigenous Language and Knowledge Work	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with the local Language Centre
Professional Artist Professional Artists make money from selling their artwork or artistic products. They include Painters, Sculptors, Potters, Weavers and others who produce artworks or artefacts for sale.	CUV20211 Certificate II Aboriginal or Torres Strait Islander Cultural Arts	70133NT Certificate II in Indigenous Language and Knowledge Work	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with Arts Centre or undertaking a short course in visual arts
Art Worker Art workers provide support to artists by preparing equipment and materials, and assisting in sales and marketing.	CUV20211 Certificate II Aboriginal or Torres Strait Islander Cultural Arts	70133NT Certificate II in Indigenous Language and Knowledge Work	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with the local Arts Centre
Family as First Teachers Liaison Officer FAFT Liaison Officers support families participating in the FAFT Program by providing Program Managers with advice on working with local families in culturally inclusive ways.	70133NT Certificate II in Indigenous Language and Knowledge Work 40625SA Certificate II in Education and Skills Development	70133NT Certificate II in Indigenous Language and Knowledge Work	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with Family Learning Centre, Childcare Centre or Pre-School
Cultural /Tour Guide Cultural Tour Guides accompany visitors on local tours and guide tourists within a specific country, region, area, city or site. They provide special information on local culture, history and places of interest.	SIT10112 Certificate I in Tourism (Australian Indigenous Culture) SIT20112 Certificate II in Tourism	70133NT Certificate II in Indigenous Language and Knowledge Work	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with local cultural tour company, land council or similar
Cultural/Heritage Officer Cultural Heritage Officers undertake responsibilities relating to collecting, recording and storing information of cultural and historical significance.	70133NT Certificate II in Indigenous Language and Knowledge Work CUL30111 Certificate III in 30937QLD^ Certificate III in Indigenous Cultural Heritage Work	70133NT Certificate II in Indigenous Language and Knowledge Work	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with local cultural tour company, land council or similar
Cross-cultural Adviser Cross-cultural Advisers provide advice and information to government, business and others on working with the local community. They explain the local culture and ways of working appropriately in the community.	70133NT Certificate II in Indigenous Language and Knowledge Work	70133NT Certificate II in Indigenous Language and Knowledge Work	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with local cultural tour company, land council or similar
Manager Cultural Tours The Manager of a Cultural Tours company coordinates the day-to-day operations of the tours, including staff, rosters, tour plans, tour vehicles, food, water and administration for operating tours.	SIT 30512 Certificate III in Guiding	70133NT Certificate II in Indigenous Language and Knowledge Work BSB30412 Certificate III in Business Administration	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2-3 years previous experience as a Tour Guide
Anthropologist Anthropologists study the history and *evolution* of different cultures and societies including languages, art, dance, religion and values.	Bachelor of Arts (or similar) with a major in Anthropology. Honours level preferred.	A relevant Certificate IV qualification such as Community Services Work may provide a credit transfer into a Degree program.	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Previous employment experience / internship in a relevant field
Linguist A Linguist is someone who works with languages and understands how languages are structured, how they function and how the various components of a language fit together.	Bachelor of Applied Linguistics Bachelor of Arts (Languages) (Or similar)	A relevant Certificate IV qualification such as Community Services Work may provide a credit transfer into a Degree program.	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Previous employment experience / internship in a relevant field

JOBS WORKING ON COUNTRY

General Description	Industry Training	General Training	Employability Skills	Industry / Work Experience
Stock & Station Hand Stock and Station Hands assist with general station duties including fencing, feeding, watering, managing stock, mustering, and other tasks as directed.	AHC21210 Certificate II in Rural Operations	AHC21010 Certificate II in Conservation & Land Management AHC21210 Certificate II in Rural Operations	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with station or farm as a general hand
Gardener/Gardening Assistant A Gardener assists with gardening duties including mowing, whipper-snipping, weeding, pruning, and general garden maintenance.	AHC21210 Certificate II in Horticulture AHC21410	AHC21010 Certificate II in Conservation & Land Management AHC21210 Certificate II in Rural Operations	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with station or farm as a general hand
Tour Guides Tour Guides accompany visitors on local tours and guide tourists within a specific country, region, area, city or site. They provide special information on local culture, history and places of interest.	SIT10112 Certificate I in Tourism (Australian Indigenous Culture) SIT20112 Certificate II in Tourism	AHC21010 Certificate II in Conservation & Land Management AHC21210 Certificate II in Rural Operations	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience as a Tour Guide with a local/regional tour company
Ranger/Sea Ranger Rangers are concerned with land management and may be involved in many different projects such as getting rid of feral pests, monitoring wildlife numbers, collecting seeds and specimens. Sea Rangers monitor seas, rivers and coastlines.	RTD20102 Certificate II in Conservation & Land Management	AHC21010 Certificate II in Conservation & Land Management AHC21210 Certificate II in Rural Operations	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with local rangers or Parks and Wildlife
Parks and Wildlife/Conservation Officer This is a general title for a number of jobs including Wildlife Education Officers who work wildlife parks, Wildlife Keepers and Carers who care for animals in wildlife parks, Veterinary Assistants, Conservation Officers and others.	RTD20102 Certificate II in Conservation & Land Management	AHC21010 Certificate II in Conservation & Land Management AHC21210 Certificate II in Rural Operations	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with local rangers or Parks and Wildlife
Environmental Health Worker, Indigenous Community Health Worker This is a general title for officers whose role it is to work with the community on local community environmental issues such as waste management, recycling, water management, healthy housing and dog health.	RTD20102 Certificate II in Conservation & Land Management HLT 21012 Certificate II in Indigenous Environmental Health	AHC21010 Certificate II in Conservation & Land Management AHC21210 Certificate II in Rural Operations	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with local rangers or Parks and Wildlife
Ranger Program Coordinator/Senior Ranger The Ranger Program Coordinator manages the operational activities for Rangers including planning their daily activity, staff management such as rosters and training, reporting, data collection and budgets.	AHC31510 Certificate III in Indigenous Land Management	AHC21010 Certificate II in Conservation & Land Management AHC21210 Certificate II in Rural Operations	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2-3 years previous experience as a Ranger or Parks & Wildlife Officer
Station Manager Oversee the day-to-day operations of a cattle station. They manage all aspects of stock control and monitor all station infrastructure.	AHC32810 Certificate III in Rural Operations	AHC 41910 Certificate IV in Conservation and Land Management	Work: 80879ACT^ Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Extensive experience working on a station
Environmental Scientist Environmental Scientists measure, record, report and monitor the environment to determine the effects of human activity.	Bachelor of Environmental Science Bachelor of Environmental Management (Or similar)	A relevant Certificate IV qualification such as Conservation and Land Management may provide a credit transfer into a Degree program.	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience with a mine or local environmental group Greening Australia

JOBS CARING FOR FAMILY AND COMMUNITY

General Description	Industry Training	General Training	Employability Skills	Industry / Work Experience
Aboriginal Health Worker/Primary Health Care Workers Provide basic medical support including education on primary health care issues.	HLT33212 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care	CHC20112 Certificate II in Community Services	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with an aged care, childcare or other community service organisation
Aged Care Workers Assist elderly persons with day-to-day personal care including meals, bathing, shopping and basic living tasks.	CHC20108 Certificate II in Community Services CHC30212 Certificate III in Aged Care	CHC20112 Certificate II in Community Services	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with an aged care, childcare or other community service organisation
Child Care Workers Care for children in a child care facility and provide a safe environment including play activities, meals and educational activities.	Certificate III in Early Childhood Education and Care CHC30712 Certificate III in Children's Services	CHC20112 Certificate II in Community Services	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Ochre Card (Working with Children Clearance) required before commencing work in these areas.
Safe Place Worker Provide support and educational information on strategies for managing family violence and related issues. They operate the community safe house.	Certificate III in Community Services Work 40637SA Certificate II in Family Well Being	CHC20112 Certificate II in Community Services	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Ochre Card (Working with Children Clearance) required before commencing work in these areas.
Family as First Teacher Liaison Officer Support families participating in the FAFT Program by providing Program Managers with advice on working with local families in inclusive ways.	CHC30213 Certificate III in Education Support	CHC20112 Certificate II in Community Services 40625SA Certificate II in Education and Skills Development	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Ochre Card (Working with Children Clearance) required before commencing work in these areas.
Home Liaison Officer Provide support for families and students with school attendance and information on education matters.	CHC30213 Certificate III in Education Support	CHC20108 Certificate II in Community Services	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Ochre Card (Working with Children Clearance) required before commencing work in these areas.
Assistant Teacher Works in the classroom alongside the classroom teacher and assists with managing student learning.	CHC30213 Certificate III in Education Support	CHC20108 Certificate II in Community Services 40625SA Certificate II in Education and Skills Development	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Ochre Card (Working with Children Clearance) required before commencing work in these areas.
Sport and Recreation Officer Deliver sports and recreation programs targeting youth engagement and participation in healthy activities.	SIS20312 Certificate II in Sport & Recreation	CHC20112 Certificate II in Community Services 40625SA Certificate II in Education and Skills Development	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Ochre Card (Working with Children Clearance) required before commencing work in these areas.
Aboriginal Community Police Officer Provide support for NT police to work effectively in a community context and with Indigenous people.	CPP20212 Certificate II in Security Operations	CHC20112 Certificate II in Community Services	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work Experience in security or justice system
Night Patrol Officer Provide security services to the community through street patrols aiming to prevent anti-social behaviour.	10357NAT Certificate III in Community Night Patrol PUA20110 Certificate II in Public Safety (Aboriginal or Torres Strait Islander Community Policing)	CHC20112 Certificate II in Community Services	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work Experience in security or justice system
Community Probation & Parole Officer Supervises the activities of identified offenders.	CSC30112 Certificate III in Correctional Practice Certificate III in Community Services Work	CHC20112 Certificate II in Community Services	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work Experience in security or justice system
Family as First Teacher Educator Works with families of young children to provide health and education advice and strategies to help young children get a good start to life.	CHC30213 Certificate III in Education Support	CHC20112 Certificate II in Community Services	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2 years experience in relevant industry/ sector or similar role

JOBS CARING FOR FAMILY AND COMMUNITY

General Description	Industry Training	General Training	Employability Skills	Industry / Work Experience
Senior Aged Care Officer/Team Leader Leads a small team who assists elderly persons with day-to-day personal care including meals, bathing, shopping and basic living tasks.	CHC40108 Certificate IV in Aged Care	HLT33212 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care CHC30112 Certificate III in Community Services Work	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2 year's experience in relevant industry/ sector or similar role
Team Leader Youth Development Manages a small team to develop and deliver services and programs to local youth.	CHC30112 Certificate III in Community Services CHC40413 Certificate IV in Youth work	HLT30113 Certificate III in Aboriginal and-or TSI Primary Health Care CHC30112 Certificate III in Community Services Work	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2 year's experience in relevant industry/ sector or similar role
Team Leader Night Patrol Coordinates a small team of Night Patrol Officers to work with the community to keep the community safe.	10357NAT Certificate III in Community Night Patrol, additional Night Patrol Team Leader Skill Set	HLT30113 Certificate III in Aboriginal and-or TSI Primary Health Care	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2 years experience in relevant industry/ sector or similar role
Men's Health Coordinator Coordinates the delivery, content and reporting of the Men's Health Program.	HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care HLT40213 Cert IV in ATSI Primary Health Care Practice	HLT30113 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2 years experience in relevant industry/ sector or similar role
Alcohol and Other Drugs Officer Develops, delivers and evaluates programs and strategies aimed at minimising health issues relating to alcohol and drug consumption.	CHC40412 Certificate IV in Alcohol and Other Drugs HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care	HLT30113 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care CHC30112 Certificate III in Community Services Work	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2 years experience in relevant industry/ sector or similar role
Child Development Officer Works in a team that delivers services and educates parents on child development.	HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care	HLT30113 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care CHC30112 Certificate III in Community Services Work	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2 years experience in relevant industry/ sector or similar role
Family Well-Being Coordinator Coordinates the delivery, content and reporting of the Family Well-Being Program.	40637SA Certificate II in Family Well Being	HLT30113 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care CHC30112 Certificate III in Community Services Work	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	2 years experience in relevant industry/ sector or similar role
Health Services Manager Coordinates the delivery, content and reporting of the Men's Health Program.	HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care HLT40213 Cert IV in ATSI Primary Health Care Practice	BSB30412 Certificate II in Business Administration BSB31207 Certificate III in Frontline Management	Work: BSB40807 Certificate IV in Frontline Management Communication: Diploma of Communication	3/5 years previous experience as senior officer/manager in health sector program
Teacher/Senior Teacher Provides education services to children in the community.	Must be registered with the NT Teacher Registration Board	BSB31207 Certificate III in Frontline Management	Work: BSB40807 Certificate IV in Frontline Management	Tertiary qualification in a relevant area Previous experience as apractitioner
Registered Nurse Provides health services to members of the community.	Must be registered with the NT Nurses Board	Professional training in specialised areas	Work: BSB40807 Certificate IV in Frontline Management	Tertiary qualification in a relevant area practitioner
School Principal Manages the strategic and operational delivery of education services in the community.	Must be registered with the NT Teacher Registration Board	BSB31207 Certificate III in Frontline Management	Work: BSB40807 Certificate IV in Frontline Management	Tertiary qualification in relevant area

JOBS BUILDING THE COMMUNITY

General Description	Industry Training	General Training	Employability Skills	Industry / Work Experience
Transport Driver / Bus Driver Provides transport services for the community.	NT Light Rigid (LR) Licence NT Taxi Licence	CHC20108 Certificate II in Community Services	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with an organisation that provides a transport passenger service
Works Assistant Assists with maintenance and repair of community owned property and facilities including roads, parks and offices.	RII20109 Certificate II in Resources and Infrastructure	RII20712 Certificate II in Civil Construction RII10106 Certificate I in Resources & Infrastructure	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with Shire, Local Homeland Services or contractors
Trades/Construction Assistant/Builder's Labourer Provides assistance to qualified tradesmen.	CPC20118 Certificate II in Building and Construction	RII20712 Certificate II in Civil Construction RII10106 Certificate I in Resources & Infrastructure	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with Shire, Local Homeland Services or contractors
Plant Operator Maintains and operates heavy equipment including graders, dozers, tractors and other heavy machinery.	Certificate III in Civil Construction Plant Operations NT Drivers Licence with appropriate classification endorsement	RII20712 Certificate II in Civil Construction RII10106 Certificate I in Resources & Infrastructure	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with Shire, Local Homeland Services or contractors
Essential Services Officer Responsible for the safe, efficient, reliable operation of the community power generation plant, water reticulation, storage tank, bores, pumping, and treatment equipment.	Certificate II Essential Services Officer	RII20712 Certificate II in Civil Construction RII10106 Certificate I in Resources & Infrastructure	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with Shire, Local Homeland Services or contractors
Senior Works Assistant Supervises teams conducting civil repairs and undertaking maintenance.	Certificate IV in Building and Construction	CPC20108 Certificate II in Building and Construction	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience as a Team Leader, Works or site foreman in relevant industry area
Housing Coordinator Coordinates housing maintenance and repairs of community housing.	Certificate IV in Building and Construction	CPC20108 Certificate II in Building and Construction	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience as a Team Leader, Works or site foreman in relevant industry area
Mechanic Provides motor vehicle maintenance and repair services for the community.	4 year Apprenticeship qualify i.e. AUR40112 Certificate IV in Automotive Management	AUM20112 Certificate II in Automotive Manufacturing	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience as a Team Leader, Works or site foreman in relevant industry area
Plumber Provides general plumbing services to the community.	4 year Apprenticeship to qualify i.e. CPC 40192 Certificate IV in Plumbing and Service	CPC32412 Certificate III in Plumbing	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience as a Team Leader, Works or site foreman in relevant industry area
Builder Provides a service to the community building and carries out repairs/maintenance to buildings in the community.	4 year Apprenticeship to qualify i.e. CVPC40110 Certificate IV in Building and Construction	CPC20108 Certificate II in Building and Construction Certificate III in Building and Construction	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience as a Team Leader, Works or site foreman in relevant industry area
Engineer – Civil Engineers plan, design and advise on the construction of infrastructure such as roads, drains, sewerage systems and community spaces and buildings.	Bachelor of Engineering (Civil) (Or similar)	A relevant Certificate IV qualification may provide a credit transfer into a Degree program.	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience with a mine, local shire or exploration company
Surveyor Surveyors measure, record, report and analyse information about the land, sea and environment.	Bachelor of Surveying Bachelor of Spatial Science (Or Similar)	A relevant Certificate IV qualification such as Surveying may provide a credit transfer into a Degree program.	Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience with a mine, local shire or exploration company

JOBS SERVICING THE COMMUNITY

General Description	Industry Training	General Training	Employability Skills	Industry / Work Experience
Cleaners Carries out cleaning duties, sweeping, mopping, dusting, emptying bins, polishing floors, etc.	CPP20611 Certificate II in Cleaning Operations	BSB20112 Certificate II in Business	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Experience with local company or local organisation
Administration Officer / Assistant Undertakes basic administration tasks including filing, answering phones, and taking messages.	BSB20112 Certificate II in Business	BSB20112 Certificate II in Business	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience in an office as an administration assistant
Retail Assistant/Worker Provides customer service and general store work including stock control, cleaning, stacking shelves and sales.	SIR 10112 Certificate I in Retail Services SIR20212 Certificate II in Retail Services	BSB20112 Certificate II in Business	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience in a shop/store in a customer service role
Hospitality Workers (Food)* (Food Attendants, Kitchen Hands, Wait Staff) Provide food and beverage services, including taking orders and preparing and serving food.	SIR 10107 Certificate I in Retail Services SIT 20212 Certificate II in Hospitality	BSB20112 Certificate II in Business	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience in a shop/store in a customer service role
Hospitality Workers (Accommodation)* (Room Attendants, Reception, Laundry Workers) Provide accommodation services for visitors.	SIR 10107 Certificate I in Retail Services SIT 20212 Certificate II in Hospitality	BSB20112 Certificate II in Business	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience in a shop/store in a customer service role
Broadcast Officer Provides broadcast services to the community through BRACS or other media.	CUF20107 Certificate II in Creative Industries (Media)	BSB20112 Certificate II in Business	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience through BRACS, CAAMA or local radio or other media
Money Workers Provide budgeting, financial planning, consumer awareness and income management support.	Certificate II in Financial Services Certificate III in Financial Services	BSB20112 Certificate II in Business	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience in a shop/store in a customer service role
Animal Control Officer Provides animal control services to the community including education and advice on dog care.	HLT 21012 Certificate II in Indigenous Environmental Health HLT32307 Certificate III in Indigenous Environmental Health	BSB20112 Certificate II in Business	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Work experience with a vet, RSPCA, Shire, kennels. Experience handling animals
Business &/or Administration Manager Manages the administration team and coordinates office operations.	BSB30412 Certificate III in Business Administration	BSB30412 Certificate III in Business Administration	Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken and Written English	2-3 years previous experience in an administration role
Assistant Store Manager Assists the Store Manager with all aspects of the day-to-day operations of the store, including staff, finance, customer service, training, and stock control activities.	BSB30412 Certificate III in Business Administration Certificate III in Retail	BSB30412 Certificate III in Business Administration	Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken and Written English	2-3 years prior experience as a Senior Store Assistant / Shift leader
Store Manager Manages the day-to-day operations of the store including all staff, finance, customer service, and stock control.	BSB30412 Certificate III in Business Administration Certificate IV in Retail	BSB30412 Certificate III in Business Administration	Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken and Written English	Minimum 3 years experience as a team leader/senior officer in a relevant business area
Municipal Services Coordinator Coordinates and manages programs that deliver municipal services to the community/region.	Certificate IV in Program Management	BSB30412 Certificate III in Business Administration	Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken and Written English	Minimum 3 years experience as a team leader/senior officer in a relevant business area
Shire Services Manager The Shire Services Manager oversees the operations and the coordination and delivery of shire services to the community.	Certificate IV in Frontline Management	BSB 40212 Certificate IV in Business	Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience with the local shire or homelands
Accountant Accountants give financial advice to people or businesses on tax matters and help with record – keeping and meeting compliance requirements.	Bachelor of Accounting	A relevant Certificate IV qualification such as Business may provide a credit transfer into a Degree program.	Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken and Written English	Work experience in an accounts department of an office

Appendix 6 – Jobs by Cultural Fields

Much of the information required for this table has already been collected in Step 2. Use that information as a basis for categorising positions in the five Cultural Framework fields. Also, include future job opportunities.

For all positions						For filled positions				
Occupation	Employer	Brief description of occupation (if required)	Filled/ vacant	P/T/C	FT/ PT	Gender	Age group	Indig. Status	Cultural field	Current / Future

Key

P/T/C – Permanent / Temporary / Casual

FT/PT – Full-Time / Part-Time

Appendix 7 – Cultural Framework Information Sheets

The following information sheets may be used to provide information to job seekers on job opportunities in each field in the community or region.

These documents provide an opportunity to engage the community in the development process through contextualising the information and presentation of the documents to the local community.

The photographs, images and other design elements are placeholders, and should be changed to those of most relevance to each community.

Electronic templates are available to facilitate the addition of relevant local information.

Jobs Strong in Culture

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Jobs Strong in Culture include **Interpreters, Tour guides, Cross-Cultural and Cultural Advisers and Trainers, Artists**, people who work in **Cultural Heritage Management** and other jobs that require a strong knowledge of your culture and community support to talk about and share this knowledge.

Jobs that are **Strong in Culture** are important in many areas and cover many different industries. These jobs could involve informal or formal training, which could be accredited or non-accredited.

For example, **Cultural Tour Guides** need to be strong in their cultural knowledge to share information with tourists and visitors on the local sites, country, animals and plants in the region. Tourists are interested in understanding about local Indigenous culture and practices and want someone to explain the history and culture of the local community and lead their tours. Formal qualifications in tour guiding can assist in this role.

Cross-cultural Advisers and trainers also play an important role in advising everyone entering the community or working with local community members on appropriate ways to interact and work successfully. Knowing who the traditional owners are, who needs to be included in decision-making and how the local community expects visitors to behave is important for everyone and are some of the areas where cultural advisers can assist.

Jobs Strong in Culture also include artists such as **Painters, Potters, Screen-Printers** and others who use their knowledge and ideas from their culture to create artworks.

Indigenous art is a major industry in the Northern Territory and is an important and valuable means of sharing cultural knowledge. Artists also include performers such as **Dancers** and **Singers**. **Artists** can learn their craft through informal training or through a VET course or on-the-job accredited training.

Jobs Strong in Culture may interest you if you:

- Have a strong understanding of your culture and are proud to share it
- Have the support of your community to share your cultural knowledge
- Can speak your local language and English
- Are able to work at different times on different dates
- Want to learn about ways of sharing your culture through your work.

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Are you ready for a Job Strong in Culture?

You should complete a Work Ready program or have participated in training such as ***Certificate II Skills for Work and Vocational Pathways*** or ***Certificate I in Work Preparation (Community Services).*** These programs will help you find out whether you are interested in a Job Strong in Culture, and to understand the skills that are required or may need to be developed.

You should study ***Certificate I in Indigenous Language and Knowledge Work*** or do some ***Cultural Heritage and Management*** training as it will provide a good starting point for ongoing training in a career in Jobs Strong in Culture.

If you are interested in any of the Jobs Strong in Culture listed here, you can find out what work-ready skills might be needed to be successful, as well as the formal qualifications that should be obtained by speaking to the career adviser at school or the local RJCP.

Jobs Strong in Culture	Industry qualification
Example: Interpreter – Interpreters provide services to people who may need help in understanding health, legal, financial matters etc.	Certificate I in Spoken and Written English Certificate I in Indigenous Language and Knowledge Work

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Jobs Working on Country

Jobs Working on Country include **Rangers, Wildlife Officers, Environmental Health Officers, Station and Farm Hands** and all the other jobs that involve working in the bush, caring for, and managing the land.

Jobs Working on Country require you to have a strong interest in the environment including plants and animals, (or marine life and the ocean if you are considering becoming a Sea Ranger).

Training in *Certificate I in Conservation and Land Management* is a good starting point for preparing for a job working with country.

Traineeships in conservation and land management might be available for **Indigenous Park Rangers**, which means you will be paid as you train as a Ranger.

Rangers often receive training in wildlife handling, fire management, weed eradication, pest control and land conservation. **Sea Rangers** work closely with customs and police to monitor fishing activity and keep an eye on boating movements in addition to monitoring and protecting the marine life. Most coastal communities have a Sea Ranger program.

Training as a **Ranger** can lead to jobs such as **Forest Officer, Fisheries Officer** or **Land Protection Officer**. Opportunities may also be available to work as **Conservation Officers** with local councils.

Station and Farm Hands provide general assistance with the day-to-day operations of a station or farm. You need to enjoy working outdoors with animals to be successful as a **Station Hand.**

Tour Guides share information with tourists and visitors on the local sites, country, animals and plants in the region. Having an interest and understanding of the local environment is important to succeed as a tour guide.

Environmental Health Officers work with the community on local community environmental issues such as waste management, recycling, water management, healthy housing and dog health. **Environmental Health Officers** will become more important as communities grow and more tourists visit them. Training as an Environmental Health Worker will also prepare you for working as a **Waste Management Worker, Healthy Housing Worker** and as an **Indigenous Community Health Worker**.

Think about a career in Jobs Working on Country if you are interested in any of the jobs above.

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Are you ready for a Job Working on Country?

You should complete a Work Ready program or have participated in training such as ***Certificate II Skills for Work and Vocational Pathways***. This program will help you find out whether you are interested in a Job Working on Country, and to understand the skills required or that may need to be developed.

You should study ***Certificate I Conservation and Land Management (CALM)*** as it will provide a good starting point for ongoing training in a career in Jobs Working on Country.

If you are interested in any of the Jobs Working on Country listed here, you can find out what work-ready skills might be needed to be successful, as well as the formal qualifications that should be obtained.

If further information is required, you should speak to a school career adviser or the local RJCP.

Jobs Working on Country	Industry qualification
Example: Stock and Station Hand – Assists with general station duties including fencing, feeding, watering, managing stock, mustering and other tasks as directed.	Certificate I in Rural Operations Certificate II in Rural Operations

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Jobs Caring for Family and Community

Jobs Caring for Family and Community members all involve working directly with people. Whether as a **Health Worker, Assistant Teacher** or **Night Patrol Officer,** your job is about caring for the health and well-being of people.

Completing the *Certificate I in Community Services (Work Preparation)* will help you decide what area you want to work in and set you on the path to a career in any of the following jobs.

Health and Community Services: Jobs Caring for Family and Community members in this sector include **Health Workers, Aged Care Workers, Child Care Workers, Disability Support Workers,** and specialised health services e.g., **Chronic Disease, Men's Health, Mental Health, and Maternal Health**. People who enjoy helping others and who have an interest in health issues will be suited to jobs in this area.

Training in community services prepares you for a wide range of opportunities in the health sector. You will need to choose the relevant training for the job once you have decided what path to take. You may even decide to study an undergraduate degree course like **Nursing, Social Work** or even medicine to become a **Doctor**.

Education: Jobs Caring for Family and Community members in the education sector include **Assistant Teachers, Family as First Teachers Liaison Officers, Home Liaison Officers, Aboriginal and Islander Education Workers, Student Well Being Officers,** and **Tutors.** To be successful in these jobs you must enjoy working with children and families. People who believe in the importance of education and want to be involved with assisting young people to learn will be suited to these jobs.

You could even go on to study at university to be a **Teacher** or **Welfare Worker** if you want to make a career in this sector. Your VET training may count towards your university degree.

Safety: This area includes all the jobs relating to law enforcement and making the community a safe place for its members. Jobs Caring for Family and Community members in this area include **Aboriginal Community Police Officers, NT Police Officers, Probation and Parole Officers, Night Patrol Officers** and **Safe Place Workers.**

Working in the safety area involves dealing with people who may be violent or aggressive, so being prepared and knowing how to deal with such situations is important in these jobs. You need to be able to think and act quickly as well as be good at communicating with people.

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Are you ready for a Job Caring for Family and Community?

You should complete a Work Ready program or have participated in training such as ***Certificate II Skills for Work and Vocational Pathways*** or ***Certificate I in Work Preparation (Community Services).*** These programs will help you find out whether you are interested in a Job Caring for Family and Community members, and to understand the skills that are required or may need to be developed.

You should also study ***Certificate II in Community Services,*** as it will provide a good starting point for ongoing training in a career in any of the Jobs Caring for Family and Community.

If interested in any of these entry level Jobs Caring for Family and Community members listed here, you can find out what work-ready skills you might need to be successful, as well as the formal qualifications you should obtain.

If you need further information, you should speak to the career adviser at school or the local RJCP.

Jobs Caring for Family and Community	Industry qualification
Example: Transport Driver / Bus Driver – Provide transport services for community members	NT Light Rigid (LR) Licence

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Jobs Building the Community

Jobs Building the Community include all qualified trades such as **Builders, Carpenters, Plumbers, Electricians, Mechanics** and skilled labourers such as **Machinery Operators**, including **Truck, Grader, Front-End Loader, and Dozer drivers**.

Works Assistants, Trades Assistants and **Builders Labourers** are roles that support the different tradespeople. Training through a VET course such as *Certificate I in Building and Construction* will prepare you for work in this area. Having a NT Drivers Licence is a requirement for many of these jobs. A White Card is required for all people who work in the construction industry, so it will be helpful to obtain one of these.

Some Jobs Building the Community may require you to have specialised licences such as a grader driver, front-end loader driver, truck driver or operator of other types of heavy machinery.

To qualify as a tradesperson you need to complete an apprenticeship in the relevant industry area. An apprenticeship is where you train on the job, and you are paid for your work while you train. Most apprenticeships are four years long and include going to 'trade school' to complete the theory component of the qualification. You can complete an apprenticeship in almost any trade as long as you have an employer willing to take you on as an apprentice. Qualified tradespeople are needed in all areas as new buildings, roads and houses are planned for the community and local region and once built, they need to be maintained.

Jobs Building the Community are nearly all outdoors and involve some physical labour, which means you need to be prepared to work in all weather conditions.

Safety is of high importance in all Jobs Building the Community and high standards about safety equipment including boots, goggles, gloves, clothes, ear protection and other occupational health and safety requirements must be followed at all times.

You may be interested in a Job Building the Community if you:

- Enjoy working with tools and machines
- Like fixing things and working out how things work
- Enjoy working outdoors and don't mind physical work
- Have an interest in building and making things
- Are patient and enjoy solving puzzles

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Are you ready for a Job Building the Community?

You should complete a Work Ready program or participate in training such as ***Certificate II Skills for Work and Vocational Pathways***. This program will help you find out whether you are interested in a Job Building the Community, and understand the skills required or that may need to be developed.

You should consider completing the ***Certificate I Building and Construction*** or ***Certificate I in Resources and Infrastructure*** and your ***White Card*** as these will provide a good starting point for ongoing training in a career in Jobs Building the Community.

If interested in any of the Jobs Building the Community listed here, you can find out what work ready skills are needed to be successful, as well as the formal qualifications that should be obtained.

If you require further information, you should speak to a career adviser at school or the local RJCP.

Jobs Building the Community	Industry qualification
Example: Assistant Plant Operator – Assist with the operation and maintenance of heavy equipment and machinery	Certificate I in Resource and Infrastructure NT Driver's Licence

Jobs Servicing the Community

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There is a wide range of Jobs Servicing the Community. Most of the jobs involve working to support the delivery of goods or services in the community and can be either working directly with the public, or working behind the scenes to keep things running smoothly.

Jobs in administration and business management are key roles in nearly every organisation. Paying bills, making appointments, filing, faxing, answering phones and taking messages are all tasks an **Administration Officer** or **Office Assistant** is expected to do. Once you've gained experience as an **Administration Assistant** you might choose to train to be an **Administration Team Leader** or **Office Manager**.

You can complete a *Certificate I in Business* to prepare for an administration role and train to use different computer packages.

Retail and hospitality are also industries where there are many jobs providing a service to the community and for visitors to the community. You may find work as a **Retail Worker** or **Store Manager.**

With a focus on tourism in the region, tourist accommodation, meals, souvenirs and services such as tour bookings and travel will be in demand in the future. Training in Hospitality and Retail will prepare you for a number of jobs in this area.

Jobs include:

- Kitchen hands
- Wait staff
- Reception (front-of-house) Workers
- Room Attendants
- Retail Assistants (Shop Workers)
- Travel/Tourism Officers

Providing quality customer service involves good communication skills. Training in *Certificate I in Spoken and Written English* will assist you with developing these skills and preparing for a career in Jobs Servicing the Community.

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Are you ready for a Job Servicing the Community?

You should complete a Work Ready program or have participated in training such as ***Certificate II Skills for Work and Vocational Pathways*** or ***Certificate II in Retail Services*** to help you to find out whether you are interested in a Job that Services the Community, and to understand the skills that are required or may need to be developed.

You should study ***Certificate I in Business*** training, as it will provide a good starting point for ongoing training in a career in Jobs Servicing the Community.

If you are interested in any of the Jobs Servicing the Community listed here, you can find out what work ready skills are needed to be successful, as well as the formal qualifications required and list them here.

If further information is required, you should speak to a school career adviser or the local RJCP.

Jobs Servicing the Community	Industry qualification
Example: Cleaning Staff – Carry out cleaning duties sweeping, mopping, dusting, emptying bins, polishing floors, cleaning toilets	Certificate I in Asset Maintenance (Cleaning)