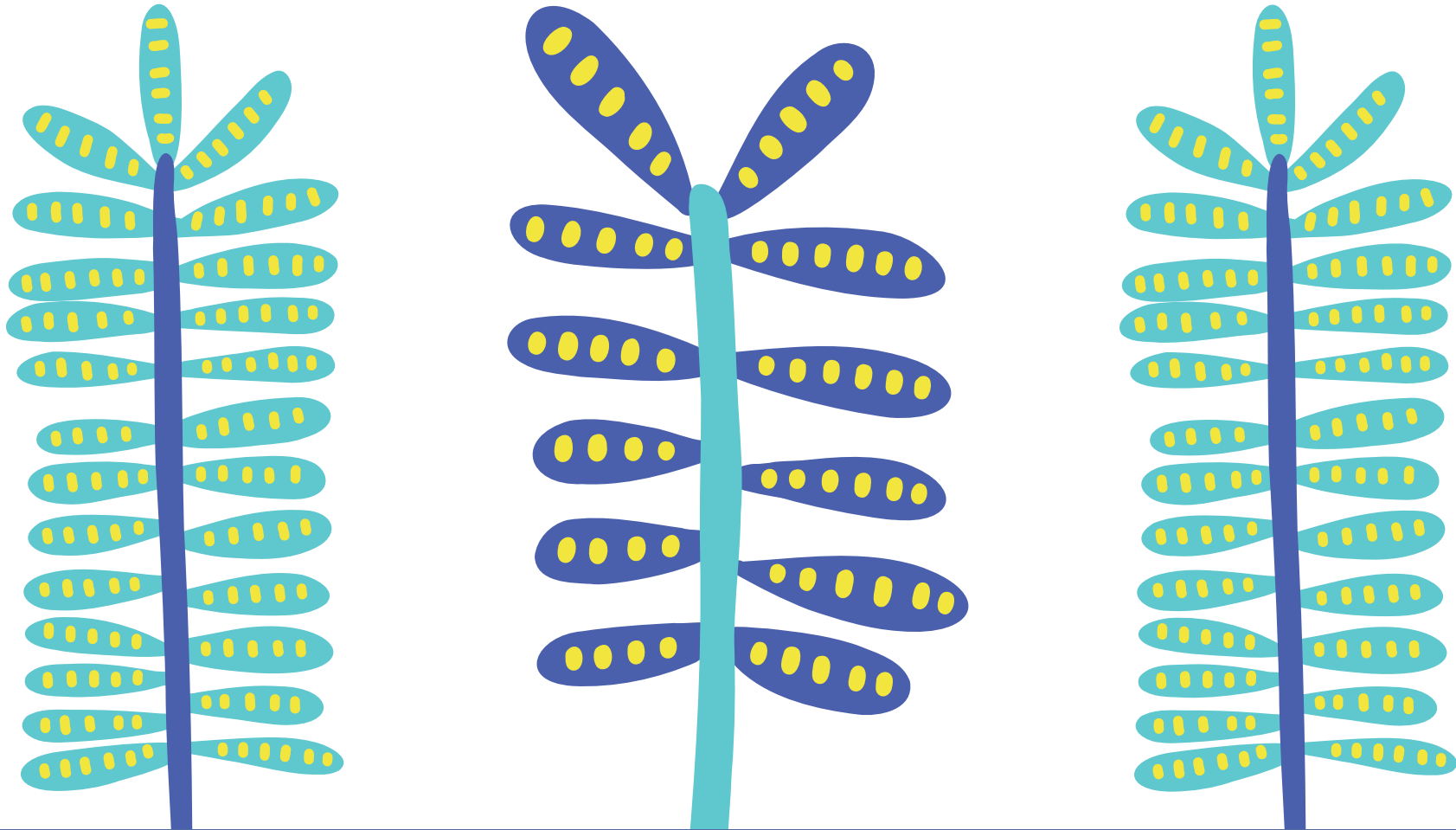


# Reflect Reconciliation Action Plan

## Jan 2025 – Jan 2026



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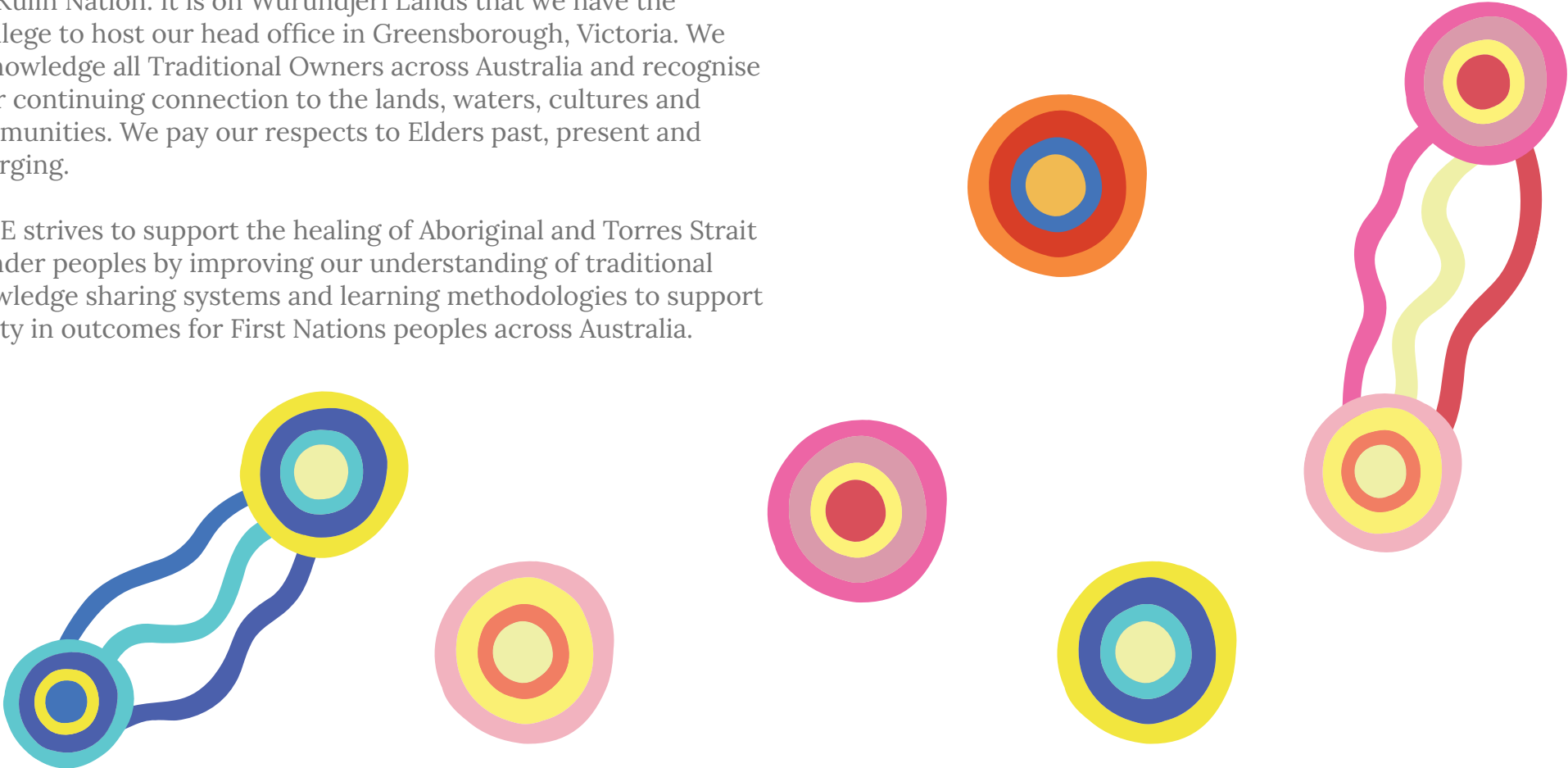
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Illustrations and Design by Monero Ngarigo Designer, [Lacey Yeomans](#).

# Acknowledgement of Traditional Owners

The Australian Centre for Career Education (ACCE) Acknowledges Traditional Owners of the Lands of the Wurundjeri Peoples of the Kulin Nation. It is on Wurundjeri Lands that we have the privilege to host our head office in Greensborough, Victoria. We acknowledge all Traditional Owners across Australia and recognise their continuing connection to the lands, waters, cultures and communities. We pay our respects to Elders past, present and emerging.

ACCE strives to support the healing of Aboriginal and Torres Strait Islander peoples by improving our understanding of traditional knowledge sharing systems and learning methodologies to support equity in outcomes for First Nations peoples across Australia.



# Message from Reconciliation Australia



Reconciliation Australia welcomes The Australian Centre for Career Education (ACCE) to the Reconciliation Action Plan (RAP) program with the formal endorsement of its inaugural Reflect RAP.

ACCE joins a network of more than 2,500 corporate, government, and not-for-profit organisations that have made a formal commitment to reconciliation through the RAP program.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement. The program's potential for impact is greater than ever, with close to 3 million people now working or studying in an organisation with a RAP.

The four RAP types — Reflect, Innovate, Stretch and Elevate — allow RAP partners to continuously develop and strengthen reconciliation commitments in new ways. This Reflect RAP will lay the foundations, priming the workplace for future RAPs and reconciliation initiatives.

The RAP program's strength is its framework of relationships, respect, and opportunities, allowing an organisation to strategically set its reconciliation commitments in line with its own business objectives, for the most effective outcomes.

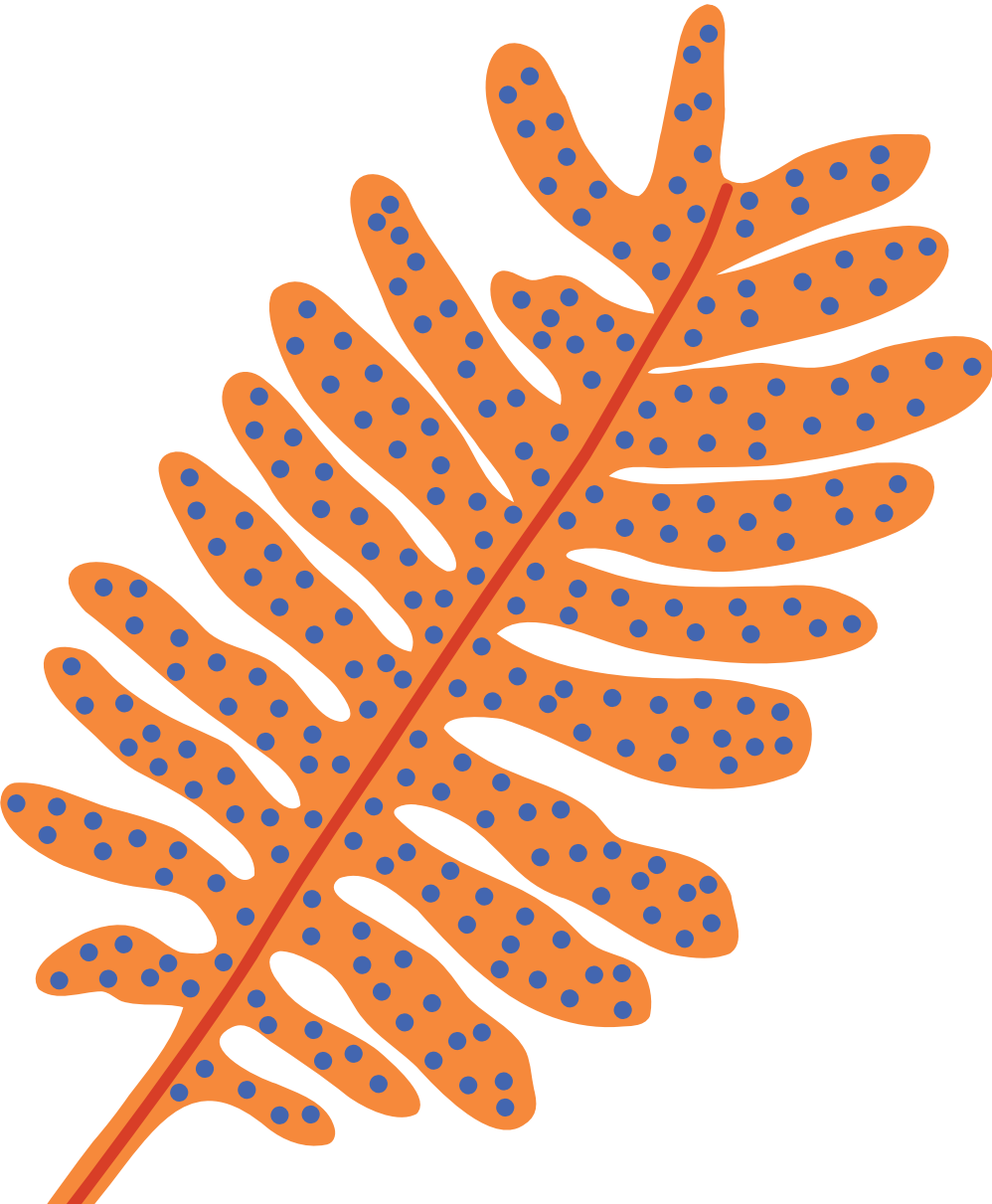
These outcomes contribute towards the five dimensions of reconciliation: race relations; equality and equity; institutional integrity; unity; and historical acceptance.

It is critical to not only uphold all five dimensions of reconciliation, but also increase awareness of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and leadership across all sectors of Australian society.

This Reflect RAP enables ACCE to deepen its understanding of its sphere of influence and the unique contribution it can make to lead progress across the five dimensions. Getting these first steps right will ensure the sustainability of future RAPs and reconciliation initiatives, and provide meaningful impact toward Australia's reconciliation journey.

Congratulations ACCE, welcome to the RAP program, and I look forward to following your reconciliation journey in the years to come.

Karen Mundine  
Chief Executive Officer  
Reconciliation Australia







Back L-R: Nikki Pinder, Susan Elmasri, Penne Dawe, Kerry Brookes, Maddison San Logan, Michelle Marion, Jenny Holmes, Dora Karas  
Front row L-R: Penny Hysen, Carol Harrison, Naomi Corlett, Cheryl Harrison, Kristy Lillyst, Bernadette Gigliotti

# Message from our CEO

ACCE is proud to embark upon the Reconciliation Action Plan process to develop its first RAP - Reflect. Our journey as a social justice organisation began when ACCE was founded by the government in 1975. Since then, ACCE has connected with and supported teachers, career professionals, students and jobseekers across Australia. We are committed to ensuring all Australians have access to quality career education and guidance so they can achieve their best outcomes.

Our purpose is underpinned by our code of ethical and professional industry standards that are founded on equity, inclusion and justice. We build these principles into our work and culture. It is part of our DNA to take up opportunities that allow us to demonstrate these values by operationalising best practice for those we serve and employ.

As a national organisation with its roots in education, our members are professional educators and career practitioners in schools and tertiary education, community services, private practice, corrections and employment services. While our stakeholders are organisations, government and industry, the beneficiaries of our industry's work are the thousands of students and adults in communities who rely on career development to establish and reach their goals. It is with this in mind that we develop our RAP.

In 2017, our previous CEO worked with the Victorian Aboriginal Education Association Inc (VAEAI) and determined there were less than 4 Aboriginal career professionals in Victoria to help First Nations peoples Close the Gap on equity in education and employment.

Today, after the redevelopment of our courses with our First Nations partner, The Aboriginal Teaching and Learning Service, ACCE has graduated its first cohort of First Nations learners to support Aboriginal and Torres Strait Islander students and adults in communities. We are committed to developing a First Nations career development workforce to Close the Gap for First Nations communities.

On behalf of all our communities, students and staff, I am pleased to share the start of our Reconciliation Action Plan and I thank our RAP Working Party for their enthusiasm and contribution to its development.



Penne Dawe  
CEO





# Message from the President and ACCE Board

The ACCE Board would like to express their ongoing commitment to acknowledging Traditional Owners and recognising the rights of First Nations peoples with an ongoing connection to country and culture that stretches back thousands of years.

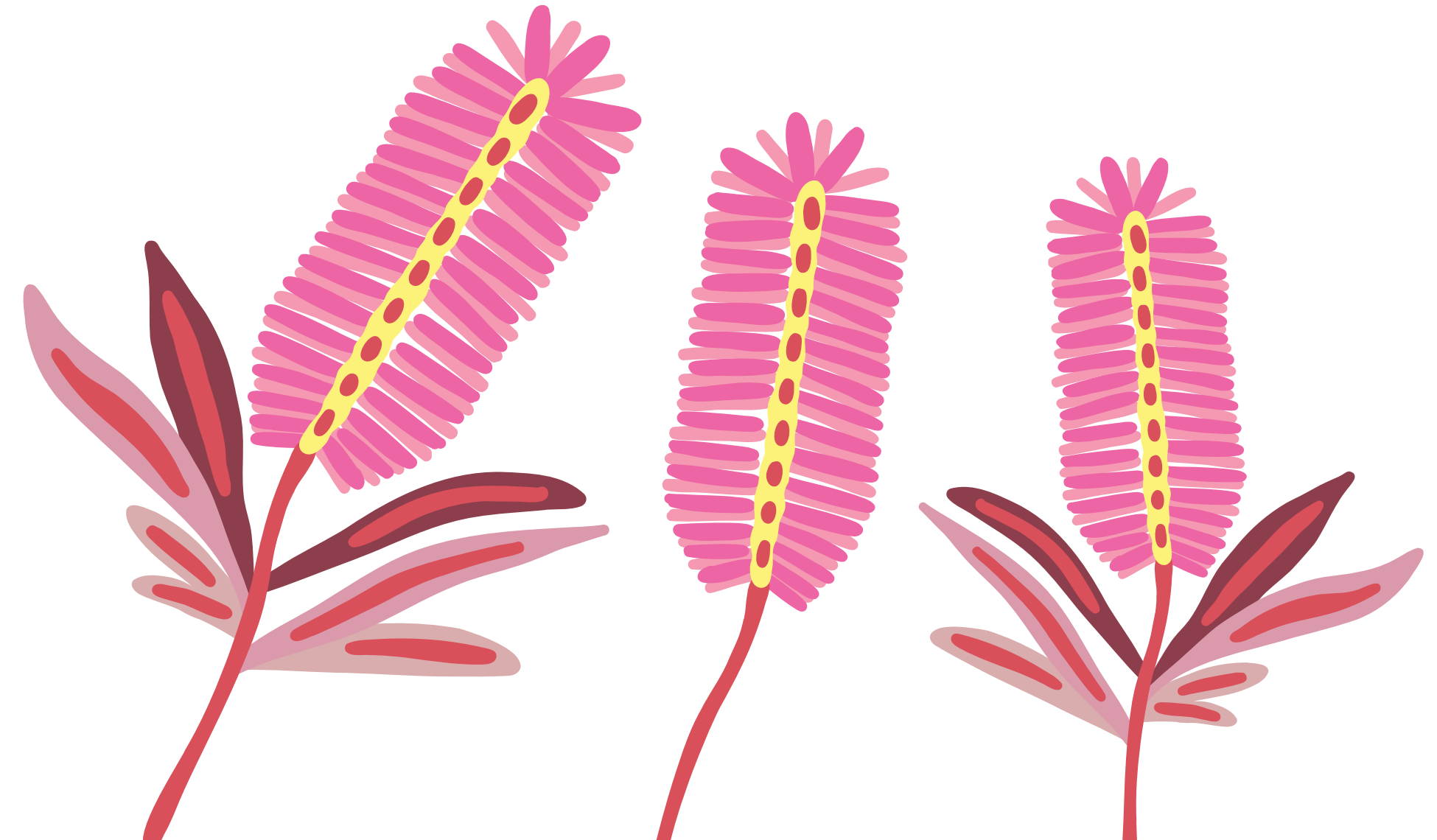
As an association founded on social justice principles that aims to empower all Australians through lifelong learning, we are committed to ensuring our work supports increased equity and self-determination for First Nations peoples and communities. Through career development, we believe that everyone should be empowered to strive for and achieve their best outcomes. For First Nations peoples, this means closing the gap in education and employment outcomes and ensuring access to meaningful work and equity in decent wages.

The ACCE Cultural Charter embodies these beliefs and principles to be enacted in ACCE's culture and human resources policies and procedures. They underpin our advocacy work and are the foundations of our Reconciliation Action Plan. This commitment has been extended to our RTO where ACCE has committed to supporting the development of a First Nations Career Development workforce. We are already graduating professionally qualified First Nations career counsellors and career advisors for students and adults in communities. Ongoing work through the RTO will provide work for a First Nations consultant in our courses and then a fully qualified First Nations Career Development Trainer and Assessor.

In developing a Reflect Reconciliation Action Plan, ACCE aims to increase connection to First Nations organisations and the communities and ensure greater opportunities for Aboriginal and Torres Strait Islander students and adults amongst our stakeholders, partners and members in education, industry, and community. Our plan aims to ensure that ACCE can broaden and deepen respect for First Nations individuals, communities and cultures within our own organisational culture and amongst those we teach and serve.



Trevor Black  
ACCE President and Chair



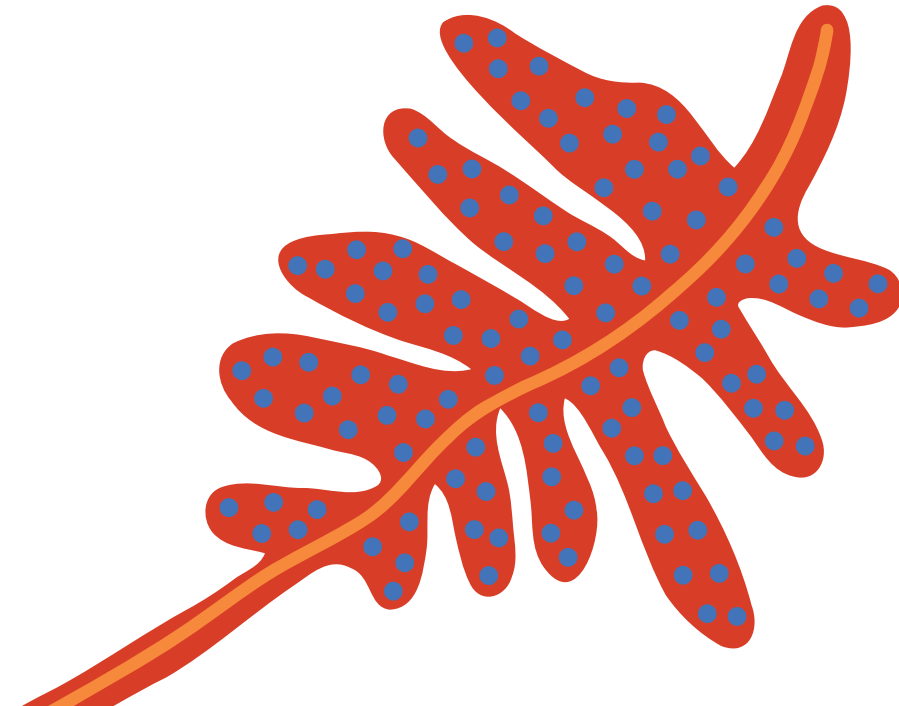
# Our Business

The Australian Centre for Career Education (ACCE) is a national career education subject association, subject expert, and endorsed training provider of career practitioners by the peak industry body, The Career Industry Council of Australia (CICA). We are a not-for-profit educational charity and thought leader in career education and development. Our head office is located on the Lands of the Wurundjeri Woi Wurrung peoples in Greensborough at the Melbourne Polytechnic community precinct. ACCE currently employs 32 people, including one First Nations Careers Practitioner. Our staffing is heavily reliant on government funded projects such as the Jobs Victoria Career Counsellors Service and the My Career Insights Program.

ACCE was established in 1975 to train teachers in secondary schools to support student subject choices and successful transitioning from school. We work with the education and community sector, governments, and industry to support career development in education, training and employment across the lifespan. ACCE develops and delivers high quality career resources, training, and services across Australia.

Our mission is the advancement of career development and education for the public benefit of all Australians. As a demonstration organisation, we support the operationalisation of career development in all sectors through our funded programs, and our services. Our VET career development training courses are offered Australia-wide.

Many of our team work remotely across Kulin Country, including Bunurong, in Gunaikurnai Country and the services we deliver to communities are delivered across Australia.



# Our RAP

We have always been a community-based and community focused organisation, led by people who are passionate about equality and access to quality career development for everyone. We advocate and educate to strengthen the understanding and importance of Career Education and Career Development for all. We understand the difference quality Career Education and Development can have on individuals lives when they are empowered with the knowledge to make informed career decisions.

As an Association, our purpose is to:

- Advance education for the public benefit, particularly in relation to career development.
- Provide career development teaching and learning programs to the public and communities.
- Develop relevant, innovative and quality career development professional learning and training programs, products and information.
- Advocate for career education to benefit school leavers, Aboriginal and Torres Strait Islander peoples , people with disability, rural people for whom English is an additional language, the underemployed, and the unemployed in conjunction with schools, parent bodies, Principal, teacher and education groups, government departments, employer bodies, unions, employment agencies, disability and refugee organisations, and other stakeholders.
- Conduct and publish career research.

- Enhance and develop collaborative, effective strategic relationships.
- Do everything possible to promote and achieve our purpose.

As a career industry association, ACCE recognises and celebrates First Nations peoples of Australia as the first teachers and storytellers, honouring and respecting the wisdom, pedagogies, and voices to create a fair and just society through our work as Teachers and Career Development Practitioners.

ACCE understands the important role that effective Career Services can have in Closing the Gap for First Nations peoples, in particular:

Outcome 5: Aboriginal and Torres Strait Islander students achieve their full potential,

Outcome 6: Aboriginal and Torres Strait Islander students reach their full potential through further education pathways,

Outcome 7: Aboriginal and Torres Strait Islander youth engaged in employment or education; and,

Outcome 8: Strong economic participation and development of Aboriginal and Torres Strait Islander peoples and communities.

# Our RAP

We believe that building the capacity of our staff, our members and our stakeholders in the provision of inclusive and responsive practice, as well as building First Nations career development workforce, can play a vital role in being able to achieve these outcomes.

ACCE is creating an organisational RAP to:

- Improve our acknowledgement, understanding, and respect of First Nations peoples and connection to Country
- Increase connection to Aboriginal and Torres Strait Islander communities.
- Support ACCE’s mission to improve equity, employment opportunities and determination for First Nations peoples.
- Support, resources, and training by working with First Nations peoples to recognise their strengths and facilitate opportunities in education, training and workplaces.
- Ensure fair and equitable access to employment within the ACCE for First Nations peoples.

The staff and community at ACCE are deeply passionate about developing a Reconciliation Action Plan. We recognise our organisational responsibilities to work towards an equitable and united society, and we support the five dimensions of Reconciliation Australia: Race Relations, Equality and Equity, Institutional Integrity, Unity, Historical Acceptance.

Our RAP was developed by our Reconciliation Working Group, made up of 4 members, including a First Nations representative. The RAP is championed by the CEO to ensure strong commitment and that the deliverables are prioritised across our organisation.

Our RAP Working Group is made up of:

- Chief Executive Officer
- A team member from CEAV Career Counselling Australia (Charitable division of ACCE), with extensive experience working directly with diverse cultures across Australia.
- Team members from CEAV Institute, a Career Practitioner and Trainer/Assessor with extensive experience working directly with diverse client groups including First Nations students studying towards the Graduate Certificate in Career Development Practice
- A First Nations representative & Career Practitioner, with experience working in education and educational pathways for First Nations peoples, including as Aboriginal Liaison Officer for My Career Insights and Aboriginal Trainer with the CEAV Institute.

We acknowledge that we have a responsibility to reflect upon our own practice and initiate change within our service if reconciliation is to be achieved. Developing a RAP is the best way to make meaningful progress in achieving this.

We aim to take a holistic, service-wide approach to drive authentic action that supports growth in key areas. This includes developing active and supportive relationships with Aboriginal and Torres Strait Islander peoples and groups in communities to help implement this change.

As part of our RAP, we commit to deepening our understanding of Aboriginal and Torres Strait Islander heritage and endeavour to appreciate fully what it means to teach and work on Country. We strive to engage with Aboriginal and Torres Strait Islander perspectives to ensure these are embedded throughout our daily programs and our culture in a respectful and authentic manner.

We hope to play an integral role in helping our staff and industry, young people, their families and the wider communities develop a deeper understanding of Aboriginal and Torres Strait Islander languages, histories, cultures, and connections to Country. Australia. We want to do our part in ending negative race relations as we work towards sharing a rich national culture that embraces true and meaningful reconciliation.



Kristy Lillyst and Bernadette Gigliotti receiving the award



# Our Partnerships / Current Activities

In 2017, ACCE began a program of investigation to customise its two VET career development courses for Aboriginal and Torres Strait Islander learners (CHC41215 Certificate IV in Career Development and the CHC81315 Graduate Certificate in Career Development Practice for First Nations learners). After meeting with the Toorong Marnong Project Officer from La Trobe University, ACCE’s previous CEO, Bernadette Gigliotti recognised that education and career outcomes could be improved for First Nations students if there was greater access to First Nations career professionals.

An investigation with VAEAI identified less than four Aboriginal career professionals in Victoria, as well as specific challenges in the current career certifications for First Nations learners, which did not provide a culturally safe environment for learning due to Anglo-centric content/topics. These challenges included an overemphasis on writing and limited discussion; little recognition of other ways of learning/knowledge systems; assumed prior knowledge or understanding of the sector; no way of identifying if other First Nations learners were in the course; no First Nations case studies, and no reference to pre-existing knowledge systems. Further, our courses did not allow for different modes of assessment to demonstrate skills, knowledge, and understanding.

Together, ACCE and VAEAI explored First Nations models of delivery in Canada and New Zealand and identified that the

underpinning values for reviewing ACCE’s career development courses for First Nations learners needed to focus on:

- Self-determination: First Nations peoples should be the owners of their own destiny and have access to First Nations career services.
- The development of a First Nations career development workforce.

Further discussions led to an introduction by VAEAI to the Aboriginal Teaching and Learning Service, who took ACCE on a 5-year journey of discovery to understand traditional First Nations teaching methodologies. From 2018 work with ACCE and Carol Harrison began in earnest on a developmental model for the new courses including:

- Understanding the role of the Koorie Career Practitioner as a broker between two systems.
- Strength-based delivery that adds value and recognition to the current First Nations workforce

Thanks to a Regional and Specialist Training Fund grant in 2021, an intensive co-design process was run across 2022 with an intake of First Nations learners for a full trial of the redeveloped courses. The success of the project was documented through an internal evaluation by leading Australian career development academic, Dr Mary McMahon.

Dr. McMahon’s report, Independent report on Koori Graduate Certificate highlighted:

*“it’s been valuable to be in a Koori classroom ... we have different strengths ... different backgrounds ... and to be able to leverage that and see that as a point of value and not as a point of deficit.”*

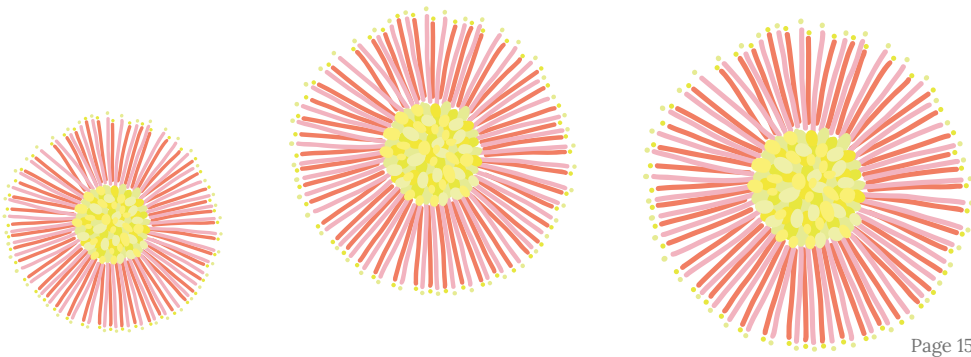
The course was redesigned so students were aware of the potential contribution career development could make to their community:

*“career counselling is where you can have meaningful interactions with clients ... that’s number 1 for me ... we want more community up and out into careers that can back them and their communities, their families ... up and out into meaningful employment.” Students were active contributors throughout the course. “Trainers found student feedback very useful and made the adjustments to better cater for the students. For example, embedding some assessment in the knowledge base and introducing field activities worked well for the students. Despite the ongoing flexibility, the CEO was clear that there had been “No compromise on outcomes” in the course.”*

The project resulted in the graduation of two cohorts of First Nations career professionals in May 2023 and March 2024.

As part of ACCE’s commitment to developing a career development workforce, ACCE is committed to a First Nations consultant/trainer and assessor in the program on an ongoing basis. ACCE was able to offer two graduates employment within the Jobs Victoria Career Counsellors service during its operations and funding by Jobs Victoria (2021-2023) and is committed to the employment of First Nations staff within the organisation. The courses also provided opportunities for existing employees in roles such as LOOKOUT, Wurreker Brokers etc. to upskill and become qualified careers counsellors.

ACCE is supporting the development of a First Nations Community of Practice from its graduate population for the group to be able to work towards the establishment of a First Nations Career Development Members Association with the national peak industry body, the Career Industry Council of Australia.

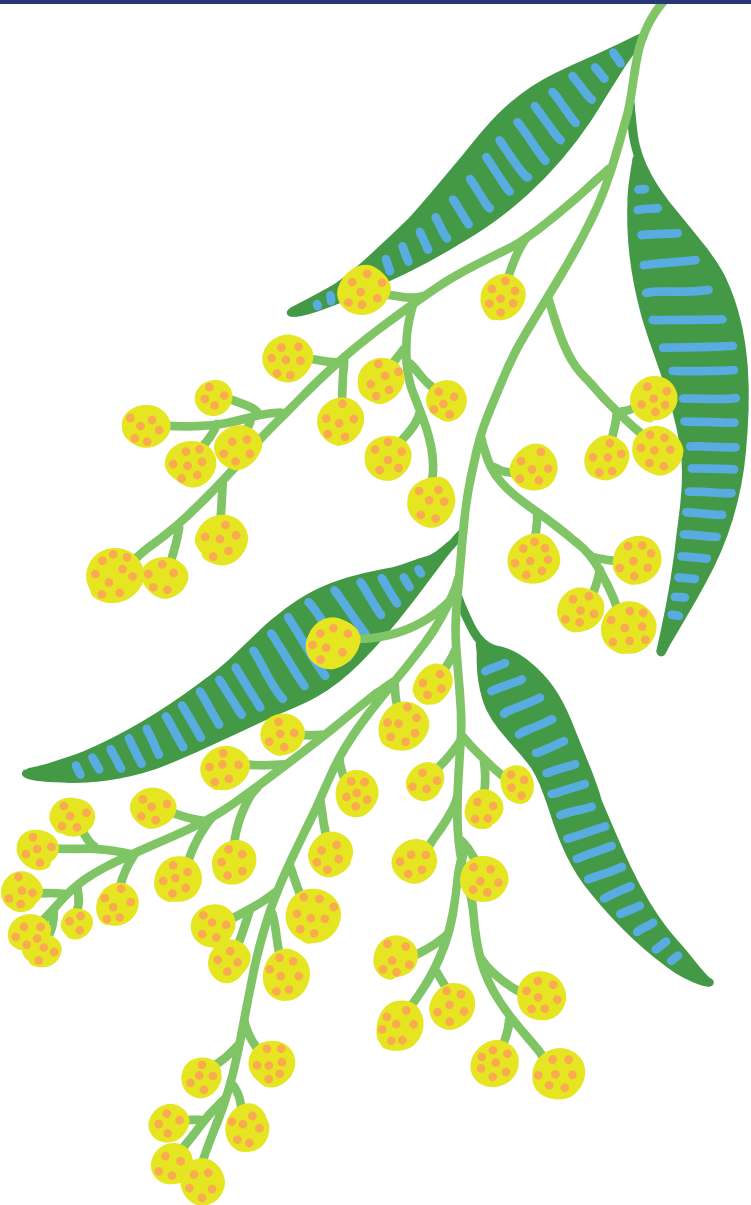




# Action Plan

Action - Relationships	Deliverable
1. Establish and strengthen mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	Identify Aboriginal and Torres Strait Islander stakeholders and organisations within our local area or sphere of influence.
	Research best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations.
2. Build relationships through celebrating National Reconciliation Week (NRW).	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff.
	RAP Working Group members to participate in an external NRW event. Minimum, one member to attend an event and share the details with all our staff
	Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.
3. Promote reconciliation through our sphere of influence.	Communicate our commitment to reconciliation to all staff.
	Communication about the RAP development and EOI to engage as part of the working group
	Communication about RAP progress
	Identify external stakeholders with our sphere of influence that our organisation can engage with on our reconciliation journey.
	Identify RAP and other like-minded organisations that we could approach to collaborate with on our reconciliation journey.

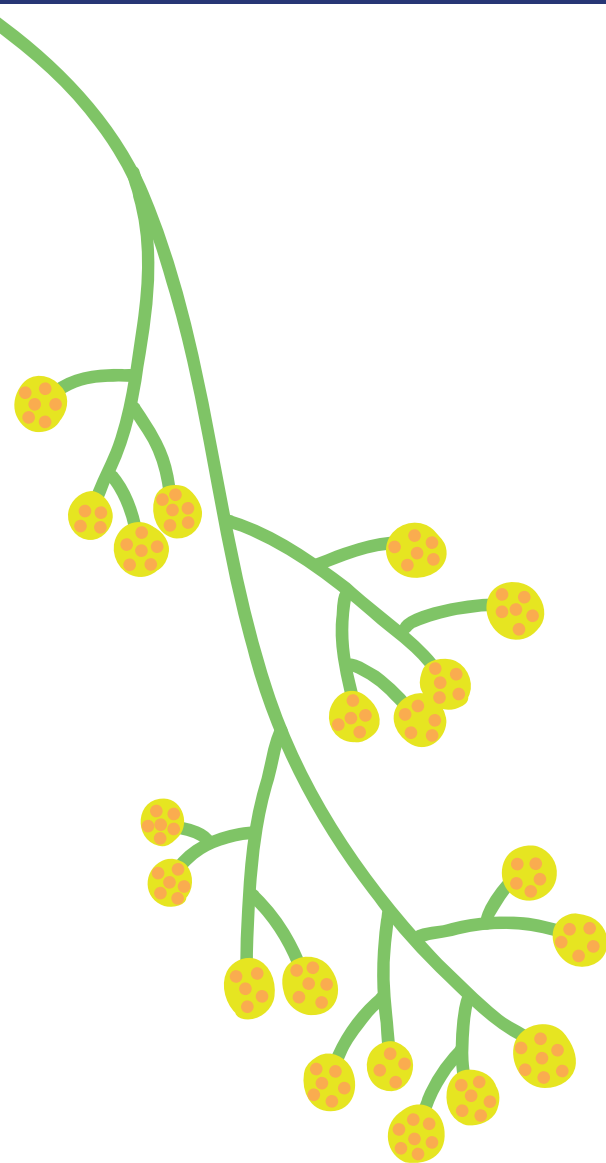
Timeline	Responsibility
February 2025	CEO & Project Officer
January 2025	CEO & Aboriginal Liaison Officer
May 2025 annually	CEO & Operations Manager
May 2025 annually	Member Services Manager & CEO
May 2025 annually	Operations Manager & CEO
March 2025	CEO & Operations Manager
February 2025	CEO & Operations Manager
February 2025	Aboriginal Liaison Office &CEO
August 2025	Aboriginal Liaison Office &CEO
August 2025	Trainer Assessor & Project Officer



# Action Plan

4. Promote positive race relations through anti-discrimination strategies.	Research best practice and policies in areas of race relations and anti-discrimination.
	Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs.
Action - Respect	Deliverable
5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	Develop a business case for increasing understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights within our organisation.
	Conduct a review of cultural learning needs within our organisation.
6. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	Develop an understanding of the local Traditional Owners or Custodians of the lands and waters within our organisation's operational area.
	Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.
7. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	Raise awareness and share information amongst our staff about the meaning of NAIDOC Week.
	Introduce our staff to NAIDOC Week by promoting external events in our local area.
	RAP Working Group to participate in an external NAIDOC Week event.

October 2025	CEO & Operations Manager
October 2025	CEO & Operations Manager
Timeline	Responsibility
August 2025	CEO & Operations Manager
July 2025	Operations Manager & Business Manager
July 2025	Trainer Assessor & Program Manager
August 2025	Program Manager & Project Officer
July 2025 (annually)	Member Services Manager & CEO
July 2025 (annually)	Member Service Manager & CEO
June 2025 (annually)	Member Services Manager & CEO

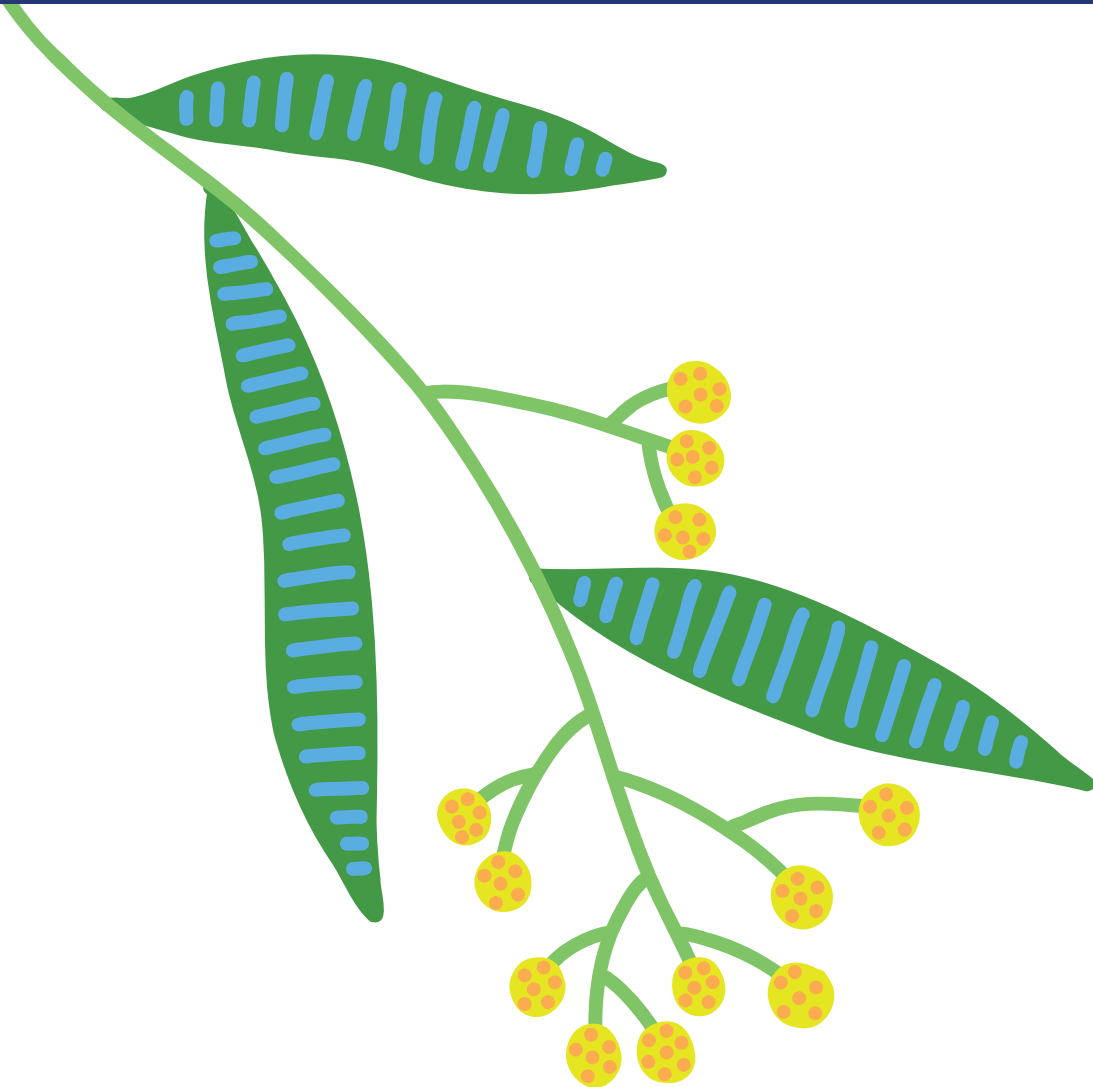




# Action Plan

Action - Opportunities	Deliverable
8. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.	Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation.
	Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.
9. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses.
	Develop a list of Aboriginal and Torres Strait Islander suppliers.
10. ACCE Staff to engage with Reconciliation Australia's Narragunnawali: Reconciliation in Education program.	Staff to engage with professional learning resources on the Narragunnawali platform.
	Promote and host a link to the Narragunnawali platform on our website and in our communications.
11. Identify partnership possibilities with Reconciliation Australia's Narragunnawali team.	Meet with the Narragunnawali team to identify any potential partnership possibilities that would support the work our organisation does in the reconciliation in education space and meeting with the education officer from Reconciliation Victoria to explore any partnership opportunities to engage in place based reconciliation in the education and training space.

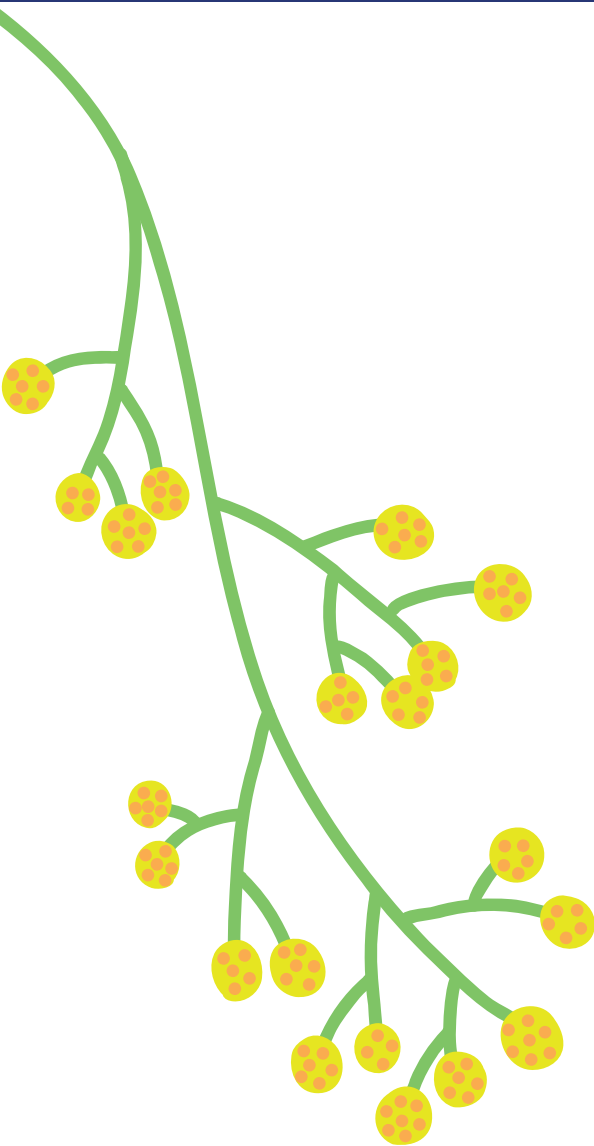
Timeline	Responsibility
September 2025	CEO & Business Manager
March 2025	CEO & Operations Manager
September 2025	Operations Manager & Business Manager
September 2025	Operations Manager & Business Manager
June 2025	Program Manager & Trainer Assessor
June 2025	Member Services Manager & Trainer Assessor
June 2025	Aboriginal Liaison Officer & CEO



# Action Plan

Action - Governance	Deliverable
12. Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP.	Form a RWG to govern RAP implementation.
	Maintain and invite new membership applications
	Draft a Terms of Reference for the RWG
	Establish Aboriginal and Torres Strait Islander representation on the RWG.
13. Provide appropriate support for effective implementation of RAP commitments.	Define resource needs for RAP implementation.
	Maintain and invite new membership applications
	Engage senior leaders in the delivery of RAP commitments.
	Appoint a senior leader to champion our RAP internally.
	Define appropriate systems and capability to track, measure and report on RAP commitments.
14. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence.
	Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Survey.
	Complete and submit the annual RAP Impact Survey to Reconciliation Australia.
15. Continue our reconciliation journey by developing our next RAP.	Register via Reconciliation Australia's website to begin developing our next RAP.

Timeline	Responsibility
January 2025	CEO & Project Officer
February 2025	Project Officer
March 2025	CEO & Project Officer
February 2025	CEO
March 2025	CEO
February 2025	CEO & Operations Manager
February 2025	CEO & Operations Manager
January 2025	CEO
January 2025	Member Services Manager & Operations Manager
January 2025	CEO
February 2025	CEO
September 2025	CEO & Operations Manager
January 2026	CEO







## Contact Us

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