

Promoting Aboriginal Student Engagement and Success in Tertiary Education:

Perspectives from Participants Living and
Studying in Remote Locations

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The Research Team Thank the Advisory Group



- Stephen Kinnane
- Clive Walley
- Maria Morgan
- Vennessa Poelina

- Thanks also to Kamesa Sibosado for her contribution as a research assistant, and to Dr Kathryn Thorburn for her advice.

About this presentation

The story
about the
story...

1. We'll begin at the end, because a bigger story begins there.
2. We'll then tell you how we got there! (Our empirical research).
3. The literature review gives us some sense of the deeper problem.



Red dirt thinking!

Red is the pindan: red dirt thinking.

- Grounds our thinking about data in the local (red dirt) context.
- Helps us respond to meet red dirt needs rather than externally imagined ones



Recommendations

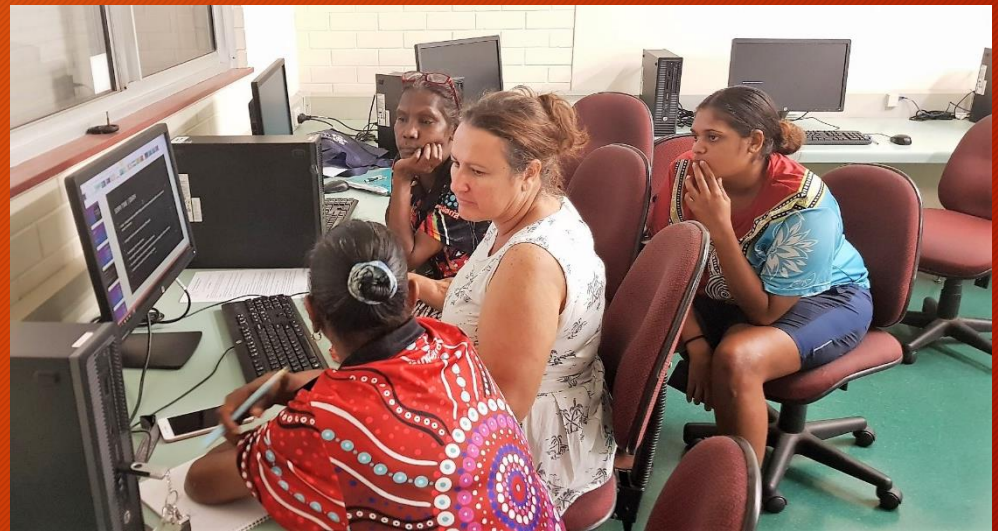
Red is the
pindan:
red dirt
thinking.

- 1. Form Aboriginal advisory structures.
- 2. Create Aboriginal student support places.
- 6. Uphold Aboriginal knowledges, values and ways of working.
- 4. Adopt Aboriginal strengths-based approaches.
- 5. Increase Aboriginal staff numbers.
- 7. Prioritise Aboriginal cultural commitments and networks.
- 3. Provide staff professional development and anti-racism programs for all.
- 8. Use holistic learning and assessment designs.
- 9. Negotiate ICT arrangements in each context
- 10. Improve tertiary education administration.
- 11. Provide access to childcare, food and transport.

Research Questions

Statistics:
education
is power

- How do remote Aboriginal students experience studying at or via a university campus?
- 2. What are the key enablers and constraints to West Kimberley students' successful participation and engagement with VET, tertiary and post graduate study?
- 3. What strategies might assist Aboriginal students living and studying in town-based and remote locations, to transition successfully through VET, into tertiary and/or through post graduate education?



Cecelia Tigan, Marlene Gregory, Jo Camilleri, with Samina Manado to the right. Christ the King School, Djarindjin

Methods: Answering the Questions

Why these methods, how

- All Kimberley students, four universities, overall 30 participants
- Interviews
- Focus groups
- Transcription
- Analysis



Cecelia Tigan, Samina Manado and Marlene Gregory from Christ the King School, Djarindjin in Broome for a block week.

Enablers (Part 1)

1. Cultural security.
2. Aboriginal support places ('home place').

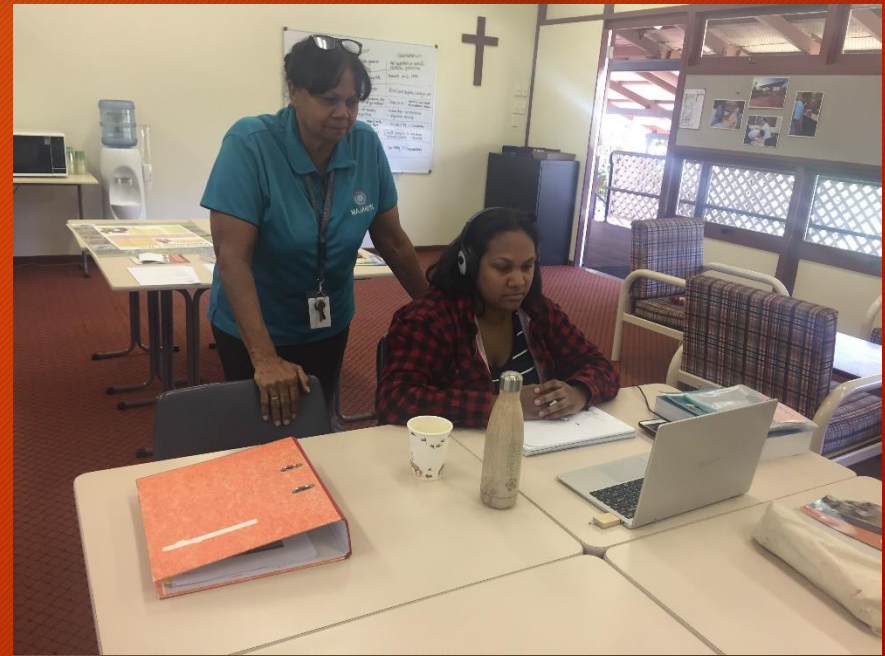
Maria Morgan, speaking at the Jagura Room launch



Bruce Goring, speaking at the launch of the Jagura Room.

Enablers (Part 2)

3. Aboriginal learning preferences in teaching/learning.
4. Trusting, caring, supportive relationships.
5. Aboriginal knowledges, values, ways of working.
6. Teach study skills, habits and motivation.
7. Aboriginal family and cultural commitments always come first.



Maria Morgan with Karmelliah McKenzie in the Jagura Room.

Enablers (Part 3)

The findings led to the recommendations

8. Assessment design needs to reflect language and cross-curriculum.

9. Effective Information and Communication Technologies

10. Good administration.

11. Access to childcare, supply of food on campus and access to local transport.

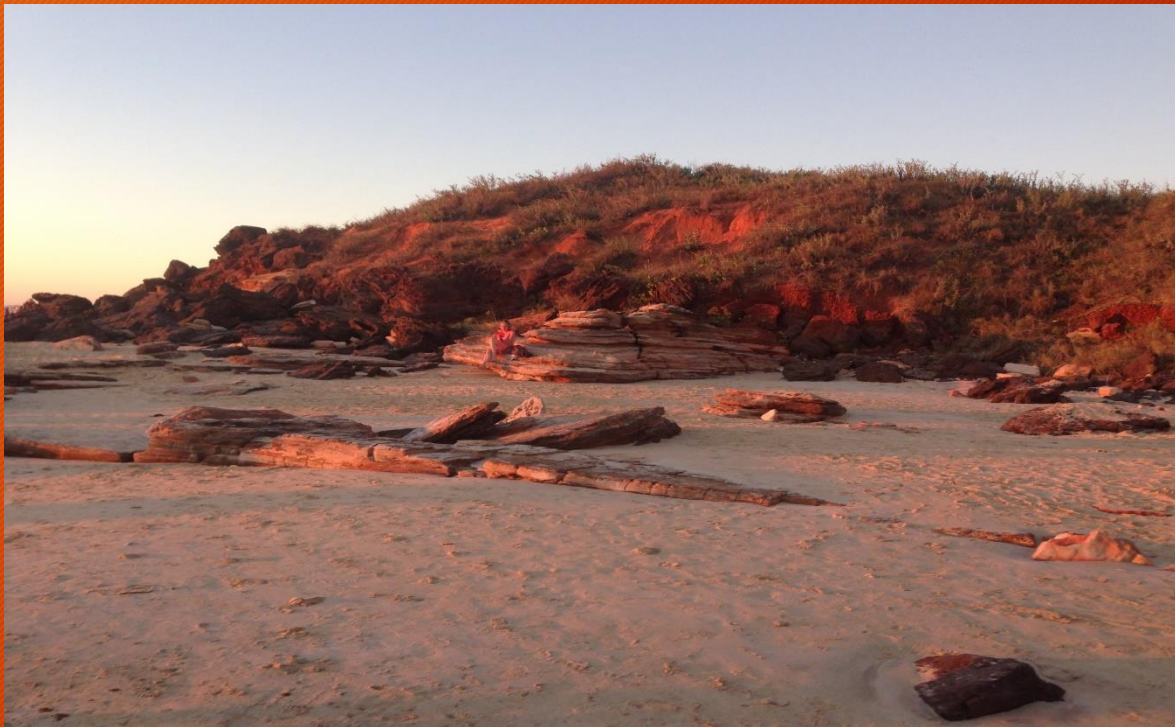


Benita Everett, Shonece Purdie,
Sonia Bray
Ngalangangpum School, Warmun

The literature: History and Context

The worlds'
most
successful
education

- 60,000 years of effective education about growing up, stories in places and caring for Country and kin



The literature: History and Context - 1972

World View, Social Change

Discourse:
colonization
or
nationhood?

Aboriginal problem

- Obstruct colonization
- Can't produce food
- Won't speak English properly
- Won't learn properly in school
- Culture impedes employment
- Gap in outcomes
- Deficit discourse
- White resistance

Aboriginal nation

- Decolonisation: self-determination
- Aboriginal knowledges, food ways
- Speak Aboriginal languages
- Recognise skills, knowledges, values
- Dockery: culture supports education
- Aboriginal notions of success
- Aboriginal knowledges, strengths
- Aboriginal wisdom for the world

Recommendations

Red is the
pindan: red
dirt
thinking.

Empowering

- 3. Provide staff professional development in cultural security and anti-racism.
- 8. Use holistic learning and assessment designs.
- 9. Negotiate ICT arrangements in each context
- 10. Improve tertiary education administration.
- 11. Provide access to childcare, food and transport.

Aboriginal Nation

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The bigger picture: we're all in this together!

Taking the red dirt to the city!



Martuwarra Fitzroy River Council Launch at Parliament House, Perth, June 19, 2018