Positive Transformations: Community driven solutions for further education in remote and very remote communities of the Northern Territory

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Acknowledgement

We acknowledge that this meeting is being held on the traditional land of the Dharug people and pay respects to elders past, present and future. We recognise the strength, resilience and capacity of Aboriginal people of this land.
Acknowledging collective efforts

We would like to acknowledge the collective efforts of the WCE team. This presentation drawn from our collective experiences.
“CDU is deeply committed to serving Indigenous people and particularly those in the Northern Territory. The Australian higher education experience shows that low participation, high attrition and low academic success rates by Indigenous people are commonplace. This needs to be disrupted; but universities cannot do this in isolation. Key partners – indeed the leaders must be communities and families. This is best led through whole-of-community engagement processes.”

Professor Steven Larkin, Pro Vice Chancellor – Indigenous Leadership, Charles Darwin University
Whole of Community Engagement (WCE) initiative:

- Funded through the Higher Education Participation and Partnership Program (HEPPP)
- $7.5 Million – project from July 2014 until June 2016
- Working with up to six remote Indigenous communities (in both Top End and Central Australia)
- Large-scale multi-site Participatory Action Research project
- Underpinned by a partnership approach
Whole of Community Engagement Initiative

Australian Centre for Indigenous Knowledges & Education

Batchelor Institute of Indigenous Tertiary Education

Charles Darwin University

NAILSMA

Northern Territory Government
WCE Aim and Objectives

Aim:
• To work with six remote Indigenous communities across the NT to build aspiration, expectation and capacity to participate in higher education

Objectives:
• Explore current community perspectives of higher education, and linking with existing strategies for achieving quality of life aspirations;
• Co-create ongoing opportunities for community, research, academic and public policy leaders to engage in mutually beneficial and critical relationships; and
• Identify means for making education relevant and culturally and physically accessible;
Which communities:

* Gunbalanya (n = 1,200+)
* Maningrida (n = 3,500)
* Galiwin’ku (n = 2,100+)
* Yirrkala (n = 840+)
* Tennant Creek (n = 3,060+)
* Yuendumu (n = 810+)
Logistics of CE
Engaging with communities on their terms
Literature Review

Literature Review:
* Anderson et al (2009)
* Helme (2010)
* Behrendt, Larkin, Griew and Kelly (2012)
* COAG Reform Review Volume 3 VET (2012)
* Bandias, Fuller and Larkin (2013)
* Universities Australia 2013- 2016
* Notre Dame, Southern Cross and BIITE Review (2014)

Charles Darwin University, Australian Centre for Indigenous Knowledges and Education (ACIKE) and BIITE as major sites for delivery of VET and HE in the NT.

Policy initiatives such as RJCP have provided a platform for an increasing presence of RTOs in the NT context.
Supporting Participation:

* greater understanding of cohort populations and educational and employment pathways;
* dedicated - pre-entry support and ongoing academic support; timely information;
* understanding of financial support;
* peer networks;
* potential for ICT;
* systemic and pedagogical change;
* cultural and spiritual values are reflected in the choices of study and career aspirations;
* understanding and knowledge of educational and employment pathways.
Emerging Case Studies

Common themes:

* An understanding of higher education
* Clearly articulated pathways
* Academic literacies a necessary focus
* Resilience
* Self-efficacy
* Skill and educational transferability
PATHWAYS AND FURTHER EDUCATION

Pathways in education: Many journeys and many destinations

This could be your pathway

Your future! Your choice!
Case One: Engagement
Case One: Engagement continued...

- Tennant Creek High School Year 10
- Dropped out
- Currently disengaged and at risk

- Assisting to be referred to LLN with Batchelor Institute SEC Program

- Connect with elders
- Connect with Student One for further mentoring assistance
- Diplomacy Training Program University of NSW

- Connect with Red Cross Youth Group
- Connect with Charles Darwin University NEPPP-WCE
Case Two: Literacy support pathways in further education
Case Three:
From Theory to Practice

Indigenous Teacher Pathways:
• MATSITI
• NT Workforce
• CDU HE Student Demographics – example from Education courses

Community Based Projects:
• An example of building sustainable leadership for Team Teachers
Summary

Acknowledging complexity
  * Macro process that problematise ‘the space’ and seek multiple solutions

Multiple perspectives
  * Intergenerational
  * Demographics of populations

Holistic strategies and solutions
  * Include community: further education, education and research as pathway
  * Inform systemic changes