

2000

**Learning better together : Australian Indigenous education  
conference 4-7 April 2000 Esplanade Hotel Fremantle, Western  
Australia**

Graeme Gower (Ed.)

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Gower, G. (Ed.) (2000). Learning better together : Australian indigenous education conference 4-7 April 2000 Esplanade Hotel Fremantle, Western Australia. Perth, Australia: Edith Cowan University.  
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# Edith Cowan University

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EDITH COWAN  
UNIVERSITY

PERTH WESTERN AUSTRALIA



AUSTRALIAN  
**INDIGENOUS EDUCATION  
CONFERENCE**

*'Learning Better Together'*

**4-7 April 2000**

**Esplanade Hotel Fremantle, Western Australia**



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LEA

**CONFERENCE PROGRAMME**  
**& PAPER ABSTRACTS**

# The Australian Indigenous Education Conference is proudly sponsored by



**ATSIC**



**ANSETT AUSTRALIA**

## **SPONSOR INFORMATION**

The Australian Indigenous Education Conference Sponsors  
EDWA  
ATSIC  
DETYA

## **GENERAL**

Welcome from the Conference Chairman  
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## **KEYNOTE SPEAKERS**

Biographies and Abstracts for:  
Donella Brown  
Paul Hughes  
Cheryl Kickett-Tucker  
Bob Morgan  
Maria Stephens  
Ken Wyatt  
Vance Peavy  
Colleen Hayward

## **PROGRAMME**

Conference programme detailing entertainment and paper presentations, with locations.

## **PAPER ABSTRACTS**

Paper Abstracts fully indexed by Paper Title.

## **DELEGATE LIST**

List of all attendees sorted alphabetically by Surname.



## **The Education Department of Western Australia is pleased to sponsor the Australian Indigenous Education Conference.**

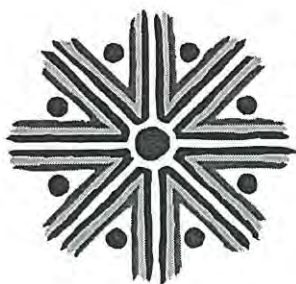
The purpose of the Education Department of Western Australia is to ensure that all government school students develop the knowledge, skills and confidence to achieve their individual potential and contribute to society. This is done by ensuring that all students:

- are able to communicate effectively in English;
- are able to apply mathematical concepts and processes;
- are able to find and use information;
- are able to use technology;
- work independently as well as cooperatively;
- approach learning in a manner which is both receptive and critical;
- are able to apply problem-solving skills;
- understand their society and environment and have the skills necessary to be informed, responsible citizens;
- understand the natural world and are able to apply scientific concepts and processes;
- appreciate the arts and are able to express their creativity;
- have the understandings and skills necessary to achieve health and well-being;
- are able to communicate in a language other than English;
- respect the rights of others; and
- value themselves as learners.

The government schools system offers a comprehensive general education to students from pre-primary education to the conclusion of secondary education. There are also specialised provisions for students with disabilities, students preparing for farm-related occupations, isolated and remote students and adult and "second-chance" education.

During 1999 approximately 26,600 students were enrolled in government schools, that is about 73 per cent of school aged children. Of these 15,904 were Aboriginal or Torres Strait Islander students.

The Education Department of Western Australia is committed to ensuring continuous improvements to achieve outcomes for Aboriginal and Torres Strait Islander students similar to those of non-Indigenous Australians with an emphasis upon literacy, numeracy and attendance outcomes especially in the early years of schooling.



# ATSIC

## is a proud sponsor of the Australian Indigenous Education Conference

The Aboriginal and Torres Strait Islander Commission (ATSIC) is Australia's national policy-making and service delivery agency for indigenous people.

It is an independent statutory authority that has been operating since March 1990 under the authority of the Commonwealth's ATSIC Act. As such, ATSIC embodies the principle of indigenous self-determination and forms the major agency in the Commonwealth Aboriginal and Torres Strait Islander Affairs portfolio.

ATSIC is a unique, decentralised organisation which:

- advocates Indigenous issues at local, national and international levels;
- advises the Minister for Aboriginal and Torres Strait Islander Affairs; and
- delivers programs to Aboriginal and Torres Strait Islander people.

ATSIC has both an **Elected Arm** of indigenous representatives in 35 Regional Councils grouped together in 17 Zones around Australia, and a supporting **Administrative Arm** of Commonwealth public servants in a network of offices in Canberra, State capitals, and strategic country locations around Australia.

In Western Australia there are nine Regional Councils grouped into four Zones, and a supporting network of a State Office in Perth and seven Regional Offices.

A list of those offices is on the back page of this magazine.



**DETYA is proud to sponsor  
the Australian  
Indigenous Education Conference in  
Fremantle.**

All Australians have the right to a good education.

The Commonwealth Government is committed to working with Indigenous families, communities, States, Territories and education providers to overcome the educational disadvantages that Indigenous children face.

The Indigenous Education Strategic Initiatives Programme, IESIP is one of the Commonwealth's principal Indigenous education programmes implemented by DETYA.

IESIP funding supports eligible schools to achieve real, positive results for Indigenous students. It is complemented by the Indigenous Education Direct Assistance programme, which has three elements:

- the Aboriginal Tutorial Assistance Scheme (ATAS);
- the Aboriginal Student Support and Parent Awareness (ASSPA) programme; and
- the Vocational and Educational Guidance for Aboriginals Scheme (VEGAS).

ABSTUDY helps eligible Indigenous Australians who want to stay at school or go on to further studies.

A recent Commonwealth initiative is the National Indigenous English Literacy and Numeracy Strategy. It is designed to achieve English literacy, numeracy and attendance outcomes for Indigenous students at levels comparable to those of other young Australians.

Schools need to consult meaningfully with Indigenous parents and communities to ensure that they are offering culturally inclusive education.

Lifting school attendance rates is crucial - when students experience success they will come back for more.



## WELCOME FROM THE CONFERENCE CHAIRMAN

Welcome to Nyoongar country and the Australian Indigenous Education. On behalf of Edith Cowan University, Kurongkurl Katitjin, School of Indigenous Australian Studies and the Conference Committee, I would like to warmly welcome all delegates to Perth, particularly those who have come from long distances and from overseas.

The program for the conference reflects the range of issues that need to be addressed if we are to achieve quality education for our students at all levels. There are over 90 papers on every level of education and every issue. The papers presented at this conference are at the forefront of Indigenous Education and if someone wanted to explore the cutting edge of the field, they could do no better than sample the papers on offer over the next three days. From basic principles and policies through community participation to teaching strategies to keeping track of itinerant students, the whole range of Indigenous Education is covered. There are also offerings from New Zealand, Papua New Guinea, Canada and the United States of America. This truly is an International conference.

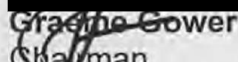
The speakers at the conference include leaders in their various fields as well as novices presenting their first conference papers. Material includes the results of extensive research as well as reflections on potential research projects about to happen. At any one time you will have up to six different presentations to choose from in the concurrent paper sessions. Generally, these papers follow themes, so if you are interested in, say, the role of technology in education, it will usually be here in the West End. If you are interested in language education, it will be mainly in the Manor Ballroom.

Without doubt, however, there will be times when you want to attend three papers at once. As a partial solution to this problem, we intend putting papers on the World Wide Web. Some of these are already to hand and have been through a rigorous refereeing system to ensure the quality of the papers. These will be located in a special page in Kurongkurl Katitjin's Web Pages. Other presenters are requested to submit paper copies of their presentations and we will also put them on the Web.

In closing, I would like to say special thanks to our Conference Sponsors for their valued support and contribution. I would also like to acknowledge and sincerely thank the Conference Committee and the team from Debrett's for their tireless effort over the past two years, which has made this conference possible.

I hope that you will take home wonderful memories of the Conference (and Fremantle Dockers memberships!) and I trust that you will be enriched by the sharing of knowledge and experiences that the conference will bring and that you will be reinvigorated for the challenges we all face.

Thank you.

  
Graeme Gower  
Chairman  
AIEC

## CONFERENCE AIM

Education is a critical element in the reconciliation equation. Inequalities of educational experience and outcomes for Indigenous students and opportunities for their strengths and talents to be realised continue to be of national concern and a challenge to educators. In the spirit of the Conference Theme, *Learning Together*, this conference aims to bring together a diversity of delegates and the best of contemporary research and practice. It is expected that the outcomes of the conference will influence how educators and policy makers plan and deliver quality education at system, regional, institutional, and school levels.

This conference provides opportunities for knowledge and experiences to be shared, recorded, and disseminated. In doing so it will advance understandings and skills within research and teaching communities and inform school leaders and public policy makers.

While the Conference aims for delegates to leave enthused and enriched, the ultimate beneficiaries will be Indigenous students whose participation and enjoyment in learning will contribute to their communities and to Australian society.

## CONFERENCE THEMES

### Main Conference Theme

Learning Better Together

### Sub-Themes

- Future directions for Indigenous education
- Cultural empowerment in education
- Language, literacy & numeracy
- Improving learning experiences for Indigenous students
- Curriculum
- Indigenous education policy and planning
- Vocational and Community Education

## CONFERENCE COMMITTEE

### Chairman

Mr Graeme Gower

### Committee Members

Mr Graham Dewar  
Ms Carol Garlett  
Dr John Godfrey  
Professor Bernard Harrison  
Dr Mort Harslett  
Ms Karen Hayward

Ms Kate Hitchin  
Professor Ian Malcolm  
A/Professor Gary Partington  
Ms Kaye Richer  
Dr Anne Thwaite

## CONFERENCE HOTELS

### **Esplanade Hotel Fremantle**

Corner of Marine Terrace and Essex Street

Fremantle

WA 6160

Tel: (08) 9432-4000

Fax: (08) 9430-4539

### **Harbour Village Apartments**

Challenger Harbour

Mews Road

Fremantle

WA 6160

Tel: (08) 4930-3888

Fax: (08) 9430-3800

### **His Majesty's Hotel**

2 Mouat Street

Fremantle

WA 6060

Tel: (08) 9336-4681

Fax: (08) 9336-4691

### **Tradewinds Hotel**

59 Canning Highway

East Fremantle

WA 6158

Tel: (08) 9339-8188

Fax: (08) 9339-226

### **The Flying Angel Club**

76 Queen Victoria Street

Fremantle

WA 6160

Tel: (08) 9335-5000

Fax: (08) 9335-5321

### **South Beach Apartment Hotel**

330 South Terrace

Fremantle

WA 6160

Tel: (08) 9430-5255

Fax: (08) 9430-5266

# CONFERENCE VENUE FLOOR PLAN

MANOR BALLROOM &  
MANOR BOARDROOM

COLLIE ST

MARINE TCE



ESSEX ST

## NAME BADGES & SESSION ATTENDANCE

Delegates will receive a name badge upon registration at the conference. It is essential that this be worn to all sessions and social events.

Only registered conference delegates will be admitted to business sessions. Conference registration includes the Welcome Reception (Tuesday evening). Attendance at the Conference Dinner on Thursday night is an optional extra, and delegates who are attending will be cross-referenced on an attendance list.

Conference Names Badges are colour coded as follows:

Delegates	White
Organising Committee	Red
Secretariat	Yellow

## SOCIAL FUNCTIONS & DRESS CODE

**Tuesday, 4<sup>th</sup> April 2000**

**6.30pm – 8pm**

### **Welcome Reception**

Proudly sponsored by Education Department of Western Australia (EDWA). This event is complimentary for Full Delegates and paid guests.

Venue: Poolside at the Esplanade Hotel, Fremantle

Dress – Smart Casual

**Wednesday, 5<sup>th</sup> April 2000**

### **Casual Dinners in various local restaurants**

Please sign up at the Conference Registration Desk.

**Thursday, 6<sup>th</sup> April 2000**

**7pm – 12am**

### **Conference Dinner**

**With Dinner Speaker Colleen Hayward and Entertainment by the Pigram Brothers**

Venue: West End Convention Centre

Dress – Lounge Suit / Cocktail Attire

Tickets **MUST** be pre-booked (at \$75). Numbers are limited so please check availability at Registration Desk.

## DRESS CODE FOR CONFERENCE SESSIONS

Smart casual attire for conference sessions

## REGISTRATION DESK HOURS

The registration desk will be located in the Foyer, ground level of the West End Function Centre, Esplanade Hotel, Fremantle. It will be staffed at the following times:

Tuesday, 4 <sup>th</sup> April 2000	3pm – 6pm
Wednesday, 5 <sup>th</sup> April 2000	7am – 5pm
Thursday, 6 <sup>th</sup> April 2000	8am – 5pm
Friday, 7 <sup>th</sup> April 2000	8am – 4pm

## CONFERENCE SECRETARIAT

The Australian Indigenous Conference  
c/o Debrett's Conference & Event Management  
P.O. Box 441  
Nedlands  
WA 6909

Tel: (08) 9386-3282  
Fax: (08) 9386-3292  
Email: [Conference@debretts.com.au](mailto:Conference@debretts.com.au)



## MESSAGE BOARD

Messages will be posted on the Message Board at Registration. Messages can not be personally delivered. Delegates should check the Message Board daily.

## TOURS DESK

A Tours Desk will be operating on Tuesday and Wednesday in the Registration Area. This Desk will be able to offer you information on Half- and Full-Day tours in and around Perth and Fremantle.

## ENTERTAINERS' PROFILES

### ABODIJERI

(Wednesday Morning Performance)

Comprised of four male dancers and a didgeridoo player. They are costumed in traditional dress and paint as they weave their magical tales of the Dreamtime. Every dance tells its own story and audiences are always left with a feeling of well being and peace as the dancers leave the stage.

### MARCIA BROWNLEY

(Thursday Welcome)

An accomplished singer/songwriter and winner of various national country and western talents shows. Winner of the national 'Coca-Cola Locomotive Talent Show', Tamworth N.S.W. Toured with, 'Ernie Bridge & The Kimberley Country Band', throughout the west. Giggled with Allan Emons, Anne Leuba, McCormack Brothers, Barry Thornton, Gibb River Band and Jimmy Little.

Contracted by the Bega Garnbingu Aboriginal Medical Service, Kalgoorlie, to campaign against domestic violence and aired on GWN.

Marcia hopes to record her own album.

### FRED COLLARD

(Wednesday Welcome)

A Nyoongah elder and speaker of the Nyoongah language, from Nyoongah country. Fred is committed to the reconciliation process and a long-term advocate of social justice for Aboriginal people.

### JANET COLLARD

(Wednesday Welcome)

A Nyoongah matriarch. Born in the southwest town of Gnowangerup where her family lived until they moved to the Beverley district. Janet later married and settled with her late husband in the Brookton area.

Janet is currently teaching the Nyoongar language to children of different schools and is currently involved in the Aboriginal & Islander Education Workers program

Janet is a firm believer that language should be taught in the 'NEST'.

### BILLY COURT

(Friday Lunch)

Great laughter, loves singing. Billy is studying at the Academy of Performing Arts majoring in singing. Has done corporate work for the Lotteries Commission, The Youth Hospitality Industry Awards, The Oz Concert, performed in a musical 'Plain Song', at the Perth International Arts Festival. Winner of the International Song Festival For Youth, 1999. Wants to become an accomplished singer/songwriter.

## ENTERTAINERS' PROFILES

### ALICE HAINES

(Wednesday Lunch)

Has been performing with 'Acoustic Dreaming', for the past three years in Perth. Over the past ten years, Alice has performed with, 'Mixed Relations' in Sydney, and has done countless national tours and appeared on the, 'Tonight Live - Steve Vizard Show' and 'Andrew Denton Show'. Alice is currently concentrating on writing her solo album, with a member from Baby Animals and Angelique Kidjos bass player. Alice is a second year student with the Academy of Performing Arts located at Edith Cowan University, Mt Lawley Campus.

### HARLEY HAYWARD

(Friday Welcome)

Nyoongah Pastor of the Aboriginal Evangelical Church in Balga. Harley is an accomplished didgeridoo player and teaches Nyoongah culture and music to many school children through the Aboriginal Speaker Programme offered through the Ministry of Education.

### MARCUS McGUIRE

(Friday Farewell)

Is a singer/songwriter who performs locally at various hotels throughout Perth. Recently Marcus joined a local band 'Pipeline'. Marcus performed in both Melbourne and Sydney with the 'John Forrest School Band'. Marcus is an accomplished didgeridoo player and has performed at various functions around Perth.

### WADUMBAH

(Thursday Lunch)

Aboriginal Dance Group. The purpose of the Wadumbah Dance Group is to keep the spirit of the Aboriginal culture alive, to enhance the pride of the Aboriginal people, to educate people from all walks of life and to bridge the gap between Aboriginal and Non-Aboriginal people. The dance performances are fully choreographed, powerful and full of life, leaving the audiences fulfilled awash with enthusiasm.



## **KEYNOTE SPEAKER – DONELLA BROWN - BIOGRAPHY**

**Donella Brown**  
**Yawaru Country**  
**Principal**  
**Clontarf Aboriginal College**  
**Western Australia**

Donella was born in Derby and attended the Derby District High School before going to Geraldton to complete year 12.

After completing year 12 Donella attended the Nedlands Teachers College and the Western Australian Institute of Technology and completed an Associateship in Home Economics and a Diploma of Education. Later on Donella completed the Bachelor of Education.

Donella's first teaching appointment in 1976 was at Hedland Senior High School where she after 2 years of teaching was appointed to Senior Mistress of Home Economics. Donella held this position for 4 years after which she returned to Derby to teach.

In 1984 Donella worked as a Curriculum Development Officer at the Education Department of Western Australia and then in 1985 took up a position of Senior Research Officer with the Western Australian Aboriginal Education Consultative Group.

In 1986 Donella went to teach at Clontarf Aboriginal College and in 1990 she was appointed to the Principal's position at the College and continues to hold this position.

During this time Donella has also been involved in the initial stages of planning to establish the Kimberley Centre of Notre Dame University Broome. She was also involved as a Member of the Aboriginal Education Consultative Group; and is currently involved in the Catholic Education Aboriginal Committee and the Catholic Secondary Principals' Association.

## **KEYNOTE SPEAKER – DONELLA BROWN - ABSTRACT**

### **Spirituality, A Key Factor in the Education Process**

In this talk I will explore the concept that if the education process is to be effective the students must acknowledge their own spirituality. It will also focus on the responsibility that we as educators have on recognising our own spirituality and how we affect students with our own personal beliefs and actions.

I believe it is imperative that one needs to always be on a journey of self-discovery in order to understand how we operate as individuals. It will be acknowledge that because this is a challenging experience individuals, unless supported, are more likely to disregard the importance of this process. Acknowledgement will be made that individuals need to be skilled if the process is to be effective. Some of these skills and their practical implications will be explored in the context of how these concepts are a part of the vision at Clontarf Aboriginal College.

It will highlight to individuals that there are many personal challenges that must be recognised and addressed. Perhaps the biggest question is "Are we teachers, educators, facilitators of learning, learners or all of these in this process called education?"

## **KEYNOTE SPEAKER – PAUL HUGHES - BIOGRAPHY**

**Professor Paul Hughes, AM**  
**Narangga / Yunkunyatjatjara Country**  
**Director, Yunggorendi**  
**First Nations Centre for Higher Education and Research**  
**Flinders University**  
**South Australia**

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Paul Hughes has been a primary teacher, Education Officer with the Department of Aboriginal Affairs, Director of the Aboriginal Studies and Teacher Education Centre of the University of SA, Chair of the National Aboriginal Education Committee, and Coordinator of Aboriginal Education for the SA Department of Education.

He has chaired numerous state and national Indigenous education bodies including the SA Aboriginal Education Committee, the Aboriginal Education Policy Taskforce, the MCEETYA Taskforce on Aboriginal Education and is currently the Australian representative for the development of an International Indigenous Education Charter.

Prof Hughes' career has been recognised by a number of awards, including being made a member of the Order of Australia, an honorary Doctorate from Flinders, Fellowship of the Australian College of Education, and the UNESCO Comenius Medal on behalf of the SA Aboriginal Education Unit. Associate Professor Hughes also has a Masters in Education (Administration, Planning and Social Policy) from Harvard University.

- Primary schooling at Lucindale in the SE where his family had a soldier settlers farm - first Aboriginal family to be granted one in 1953
- Senior Secondary school at Woodville HS whilst living with his grandmother - Auntie Glad Elphick - a former matriarch of the SA Aboriginal community
- Teachers Certificate from Western TC and started teaching at Gilles Plains PS in 1965 and then Ceduna AS, Lucindale AS and Kangaroo Inn AS. for eight years of teaching in total.
- Study Leave in 1973 whilst working for the Aboriginal Resources Division of SA which became the first Regional office of Department of Aboriginal Affairs where he worked as the education officer for five years.
- Coordinator of the Aboriginal teacher Education Program at Underdale Campus of the now University of SA for five years and became the inaugural Director of the Aboriginal Studies and Teacher Education Centre for three years
- Three years as the chair of the National Aboriginal Education Committee, (NAEC) the principal policy adviser to the Federal government at the time. He was responsible for the development of the NAEC publishing policies on pre-schooling to higher education, and for coordinating the policy development of Aboriginal teacher education programs across Australia.
- Since 1986 has been the Coordinator of Aboriginal education for the SA ED

Continued overleaf...

## **KEYNOTE SPEAKER – PAUL HUGHES - BIOGRAPHY**

**Professor Paul Hughes, AM**  
**Narangga / Yunkunyatjatjara Country**  
**Director, Yunggorendi**  
**First Nations Centre for Higher Education and Research**  
**Flinders University**  
**South Australia**

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- Has served on many committees in a part time capacity including being the inaugural chair of the SA Aboriginal Education Consultative Committee for five years and a member of the NAEC for five years
- Was a member of the National Schools Council that produced "The early years of schooling" report
- Chaired the Aboriginal Education Policy Task Force in 1988 developing policies later adopted by the federal government
- First Aboriginal person appointed as member of national curriculum body in 1983
- First Aboriginal person appointed to the Commonwealth Schools Commission
- First Aboriginal person awarded a fellowship of the Australian College of Education in 1985
- First SA Aboriginal person to complete a four year education qualification, a Masters degree and be awarded a Doctorate
- Recognised for his contribution to Aboriginal education in Australia by an honorary Doctor of Letters degree in 1990 and made a member of the Order of Australia (AM) yesterday
- Completed a Master of Education degree at Harvard University in 1992

## **KEYNOTE SPEAKER – PAUL HUGHES - ABSTRACT**

### **A Compact for Aboriginal Education**

In this presentation, Professor Hughes, as an Aborigine and educationalist, will argue the absolute key issues that need to be in place if teaching and learning for Aboriginal students/peoples is to have successful outcomes and meet the aims of the Aboriginal education political movement. The presentation will focus particularly on those students/peoples who live in minority cultural communities in country towns and cities.

He argues that there are three "absolutes".

- That the school/institution leadership and staff have an agreed respect for the cultures of its Aboriginal students. This means that they must establish;
  - good personal relations with their Aboriginal community;
  - have actual involvement in decision making, and;
  - recognise the local culture by insisting upon the inclusion of Aboriginal perspectives in its teaching program.
- That the school/institution have teachers/lecturers who are at least good practitioners who are focussed, explicit and demand outcomes from their students,
- That the Aboriginal community accepts the fact that unless they and their students participate consistently in the schooling processes they will not succeed. This means that students must attend all the time possible and understand that you cannot learn the skill of another culture unless you accept it and take from it what it has to offer.

Professor Hughes argues that each Aboriginal community needs an agreement, a "Compact" for individual, and therefore community, success.

## **KEYNOTE SPEAKER – CHERYL KICKETT-TUCKER - BIOGRAPHY**

**Cheryl Kickett-Tucker AssDipAppSc(WACAE), BAppSc(ECowan), MS(UOregon).  
Nyoongar Country  
Kurongkurl Katitjin, School of Indigenous Studies  
Edith Cowan University  
Western Australia**

A Nyoongar from Perth, married with two children. Interests lie in conveying the perspective of Indigenous populations throughout the world in respect to their sense of self and identity.

Recently completed a PhD titled, Urban Aboriginal Children In Sport: Experiences, perceptions and sense of self.

Other achievements include:

- completing a Master of Science at the University of Oregon,
- participation in the Global Education Project, Eugene, Oregon,
- recipient of Queens Trust Award,
- recipient of Australian Research Council Award,
- member of Edith Cowan University, Faculty of Community Services, Education and Social Science Research and Higher Degrees Committee,
- member of Kurongkurl Katitjin, School of Indigenous Australian Studies, Edith Cowan University, Indigenous Research and Development Committee.
- former competitor of the Women's National Basketball League.

Other interests include coaching basketball, going bush, gardening, playing sport and spending time with my family.

## **KEYNOTE SPEAKER – CHERYL KICKETT-TUCKER - ABSTRACT**

### **Improving learning experiences for Aboriginal primary students: The case for school sport**

Sport has been advocated as a positive influence in which to alter Aboriginal children and youths' sense of self. More specifically, it has a powerful bearing upon a child's capacity to judge him/her self and has a meaningful relation with the evaluation of his/her Aboriginal identity. Unfortunately access to a variety of sports, particularly in the club sports level is not afforded to many Aboriginal children. Thus, sport in the school environment has perhaps become the prime vehicle in which Aboriginal children have the opportunities to participate and experience organised sport.

A study of school sport in a government primary school had established that although Aboriginal children's sport experiences had mostly positive influences upon their sense of self, a greater potential existed for their development. Hence, it is the primary purpose of this address to outline the value and importance of school sport from the perspectives of 11-12 year old urban Aboriginal children. Some practical recommendations developed from the children's insights will be presented for teaching practitioners.

## KEYNOTE SPEAKER – BOB MORGAN - BIOGRAPHY

**Dr. R.V. (Bob) Morgan (Ed.D)**

**Gumilroi Country**

**Jumbunna**

**Centre for Australian Indigenous Studies, Research and Education**

**University of Technology, Sydney**

**New South Wales**

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DETYA

Dr. Morgan (Gumilaroi) is an Aboriginal educator/researcher who has worked in the field of Aboriginal education and training for over twenty-five (25) years working extensively throughout Australia and internationally. Dr. Morgan has an indivisible commitment to the principles of Aboriginal self-determination and social and restorative justice, particularly the need for and control of culturally contextual and affirming education. He has extensive experience in the area of Indigenous education with involvement and leadership at the state, national and international levels of policy and programming development. Dr. Morgan is an experienced researcher, facilitator and writer which is evidenced by the following:

- ◆ Co-author, NSW Department of Education's Aboriginal Education Policy, (1982) the first of its kind in Australia;
- ◆ Numerous papers and reports on Aboriginal education issues;
- ◆ In 1993 he was a member of the project team for the National Framework of Adult English Language, Literacy and Numeracy Competencies and the Development of English Language and Literacy Framework for Batchelor College (NT);
- ◆ ATSIC Murdi Paaki CDEPs Literacy Audit (1998)
- ◆ NSW Department of Community Services Cross Cultural Training Package (1999).

After a distinguished career in Aboriginal education Dr. Morgan decided to establish his own private company and is now the principal Director of Murri Consultants and Associates. Dr Morgan lists the following as highlights in a long and distinguished career in Aboriginal education and training:

- Public Relations Officer, Redfern Aboriginal Medical Service (1975-76)
- President, NSW Aboriginal Education Consultative Group (1977-87);
- Commissioner with the NSW Education Commission (1980-86);
- Board Member of the NSW Anti Discrimination Board (1983-87);
- Executive Member, National Aboriginal Education Committee (1987-96);
- Board Member, NSW Board of Adult and Community Education (1990-95);
- National Chair of the World Indigenous Peoples Conference on Education held during December 1993 in Wollongong, NSW;
- Chair, National Tertiary Education Union Indigenous Policy Committee;
- Chair, Advisory Committee, Gibalee Aboriginal Education Centre, Ourimbah Campus, Newcastle University;
- Director, Jumbunna Centre for Australian Indigenous Studies, education and Research.

## **KEYNOTE SPEAKER – BOB MORGAN - BIOGRAPHY**

**Dr. R.V. (Bob) Morgan (Ed.D)**

**Gumilroi Country**

**Jumbunna**

**Centre for Australian Indigenous Studies, Research and Education**

**University of Technology, Sydney**

**New South Wales**

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In recognition of Dr. Morgan's contribution to Indigenous education both within Australia and internationally, he was appointed in 1997 as a foundation member to the International Board of the Institute for Maori and Indigenous Education and Research, attached to Auckland University, Auckland NZ.

Dr. Morgan is involved in programs dedicated to Aboriginal men's health and well being and is currently finalising a descriptive and reflective comparative study (Australia/Canada) on Aboriginal youth alienation including youth suicide.

## **KEYNOTE SPEAKER – BOB MORGAN - ABSTRACT**

### **The Coolangatta Statement**

This paper will address the history of the development of the Coolangatta Statement on Indigenous Education Rights and Freedoms. The presentation will also explore how the principles and values of the Coolangatta Statement can be applied to address contemporary Aboriginal education issues and challenges.

The paper focuses primarily upon the educational experiences of Aboriginal people in New South Wales. However, it is argued that the experiences of NSW Aboriginal peoples with assimilationist education are mirrored in other Aboriginal contexts throughout Australia. The paper seeks to create an understanding of the historical context within which "Aboriginal education" has occurred and how this history has influenced and helped shape contemporary education services and outcomes for Aboriginal peoples.

Current key "Aboriginal education" policies will be discussed with a view of identifying how a number of these policies are problematic and incompatible to the achievement of improved educational experiences and outcomes for Aboriginal peoples. The paper concludes by arguing the need for urgent change to the current "quest paradigm" arrangements that typifies most Aboriginal education services and recommends a series of public policy and systemic program shifts.

## **KEYNOTE SPEAKER – MARIA STEPHENS - BIOGRAPHY**

**Maria Stephens**  
**Murong Country**  
**Speaking as a Community Member**  
**Director, Indigenous Education Council**  
**Northern Territory**

Wife and Mother of five children, two boys and three girls ranging from 19-32.  
Grandmother of three Grandchildren.

Fourteen years progressive leadership and administrative experience, achieving satisfactory results within limited budget. Highly skilled and motivational manager with emphasis in succession and strategic planning.

- ❖ Director, Indigenous Education Council NT (IECNT)
- ❖ Co-ordinator, Aboriginal Education, Catholic Education (NT)
- ❖ Manager/Supervisor, Homework Centre, St Paul's Primary School, Darwin NT
- ❖ Co-ordinator and Founding President, Karu
- ❖ Manager, Daisy Yamirr Hostel (Medical and Student Hostel), Aboriginal Hostels Limited.

All positions listed above I have been instrumental in implementing changes and new initiatives to maximise the use of both fiscal and human resources that allowed for more effective and efficient management in the day to day operations for internal and external stakeholders.

- ❖ Tutor, Aboriginal Studies, Northern Territory University

I have spoken to numerous groups and organisations as a guest speaker, regarding aboriginal educational issues and policies as they affect Aboriginal and Torres Strait Islander people including historical overview of Aboriginal education in the NT.

As a Catechist, I gained invaluable experience in the delivery, development and implementation of curriculum.

- ❖ Eight years teaching religious education in government schools. During this period I worked with children from T-7.
- ❖ Teaching six to eight classes each week. This does not include relief for Catechist working in other government schools when required.
- ❖ Develop year program plan.
- ❖ Development of and modifying teaching resources to meet the individual developmental levels of students.
- ❖ Catechist Training (Adults) in the development and modification of teaching resources including planing and delivery in the classroom.
- ❖ Sacramental Preparation – Reconciliation, Holy Communion and Confirmation.

## **KEYNOTE SPEAKER – MARIA STEPHENS - ABSTRACT**

### **Educating Hopelessness Language: Spirit of the Soul**

Most researchers agree that (1) communication is primarily used for conveying information (2) in any communication there is a sender and a receiver (3) more and more communication takes place in verbal, written and visual/electronic form.

Many of us are not aware of how important the spoken and written words are, nor do we give consideration to the meaning of words and how they can affect our lives. There is tremendous power in words. Values lie in words; their potential is what you do with them.

This paper sets out to trace the written language trends particularly relevant to the Indigenous people since 1788 to the present day. The paper will isolate and examine each component of the language in an objective manner.

## **KEYNOTE SPEAKER – KEN WYATT - BIOGRAPHY**

**Mr Kenneth George Wyatt AM JP**  
**Nyoongar Country**  
**Director, Aboriginal Education**  
**Education Department of Western Australia**  
**Western Australia**

Ken is currently the Director of the Aboriginal Education Policy and Planning Directorate, at the Education Department of Western Australia, which focuses on improving educational outcomes for all Aboriginal students. His wide range of experience and commitment to promoting equity in education for Aboriginal students began in 1974 as a primary school teacher when he joined the Education Department of Western Australia. After 11 years as a classroom practitioner, Ken was seconded to the central office of the Education Department to work in a number of positions. His areas of responsibility included curriculum development; program planning and implementation; administration and budgeting; and the development of specialised literacy and numeracy resources for Indigenous students.

His skills are used by the Education Department in negotiating, liaising and consulting with Aboriginal people, government departments, and national and state bodies to achieve outcomes for the whole of the Aboriginal community.

Ken's extensive knowledge and experience with major contemporary issues for Aboriginal people were recognised by other agencies with secondments to the Health Department of Western Australia and the Aboriginal Lands Trust in the late eighties and early nineties.

Ken is currently the chairperson of the "Coordinators of Aboriginal and Torres Strait Islander Educators" which is a standing committee of the Conference of Education Systems Chief Executive Officers.

Ken received an Order of Australia in the Queen's Birthday Honours List. He has earned an impressive reputation for his efforts to improve the quality of life, firstly for Aboriginal people, as well as mainstream Australia.

Currently he is responsible for Aboriginal Education for the Education Department of WA. He is both an advocate and representative for Indigenous people, ensuring the Education Department uses programs, services and resources which meet the needs of Indigenous people and helps promote Aboriginal students and perspectives.

## **KEYNOTE SPEAKER – KEN WYATT - BIOGRAPHY**

**Mr Kenneth George Wyatt AM JP**  
**Nyoongar Country**  
**Director, Aboriginal Education**  
**Education Department of Western Australia**  
**Western Australia**

He served as the Senior Policy Officer, Aboriginal Health, Health Department WA from 1990-94. He has contributed significantly as a member of the Equal Opportunity Tribunal in his pivotal role of bridging cultural differences. He is actively involved with numerous committees on Aboriginal education, welfare and has held several executive positions. These include: Chairperson, Leasing Advisory Committee and Inter-departmental Lands Committee; Head of the Aboriginal Lands Trust 1987-89; Chairperson, Aboriginal Education Review Committee, Department of Aboriginal Affairs, 1987; National Aboriginal Education Curriculum Committee 1986-88. He represented WA as a member of the Australian Broadcasting Corporation's National Advisory Council 1987-89; and was the National Convener 1988-89. He was Chairperson of the Perth Noongar Regional Council 1993, and is a member of the Edith Cowan University Council.

He currently serves as an active member of numerous education, Aboriginal Affairs, mainstream and personal interest committees, giving of his time, knowledge and skills generously.

## **KEYNOTE SPEAKER – KEN WYATT - ABSTRACT**

### **Education: A Fateful Expedition or a Journey for Life**

I want to start on a journey that will add to my unique qualities, understanding of my immediate world, existing knowledge and skills and competencies and enable me to interact with others in sharing my culture, language and history.

The journey needs to be exciting, engaging, enjoyable and full of opportunities to interact with other people in the world around.

Setting out on any journey requires some degree of planning, considering any historical context and family experiences, setting milestones around location points, achieving desired outcomes and enjoying each day as it unfolds.

The journey will add to the worldviews that have been developed in the early years of life and skill me too: learning to know, learning to do, learning to live together in a global society and learning to be which strengthens the feeling of personal responsibility for our collective destiny.

The journey can deepen knowledge, enrich practice and understanding better the person within and the world without, whilst enabling me to retain my cultural integrity and who I am.

The future is not known and the pathway for the journey is changed and my uniqueness is altered: I am not allowed to be who I am!

## **SPECIAL WORKSHOP PRESENTER – VANCE PEAVY - BIOGRAPHY**

**Dr Vance Peavy**  
**Independent Scholar, researcher and**  
**Emirtus Professor**  
**University of Victoria**  
**British Columbia**  
**Canada**

Dr. R. Vance Peavy is professor emeritus at the University of Victoria in Victoria, B.C. Canada. He has played a leading role in the development of professional counselling in Canada since 1965. He has been editor of the Canadian Journal of Counselling and is on the editorial advisory board for the Journal of Constructivist Psychology. He is the author of seven books on counselling and over 100 articles. He now works as an independent scholar and offers counselling courses at George Brown College in Toronto, and in Sweden, Finland, and Denmark.

Dr. Peavy has a continuing association with First Nation's people. As a child he grew up in a community where many native people lived and was watched over by a native "aunt" and "uncle". Later he worked on the Warm Springs Reserve in Oregon as an educational consultant. More recently he, together with a First Nations research team, researched the needs of First Nations youth in British Columbia and the Yukon. He has conducted discussion groups in every region of British Columbia with the goal of improving the relationships between First Nations youth, their families, and the schools and social services. Finally, Dr. Peavy has conducted courses in which traditional knowledge and counselling knowledge and procedures were combined to form bi-cultural helping.

## **SPECIAL WORKSHOP PRESENTER – VANCE PEAVY - ABSTRACT**

This workshop is a mixture of discussion and practical activities. I will briefly review research on the reasons why First Nation's youth do or do not benefit from counselling offered by schools and community agencies. I will present a profile of the type of counselling and the services requested by First Nation's youth, and their parents. I will point out some of the differences between counselling for majority culture helpseekers and minority or Indigenous culture helpseekers. I will then guide workshop participants in a few counselling procedures that are typically useful with First Nation's students. Time will be provided for participant discussion and sharing of experience in counselling, as well as discussion of possible ways to improve counselling for indigenous youth.

## **DINNER SPEAKER – COLLEEN HAYWARD - BIOGRAPHY**

**Colleen Hayward**  
**Nyoongar Country**  
**Deputy Chief Executive Officer**  
**Aboriginal Legal Service of Western Australia (Inc)**  
**Western Australia**

Colleen Hayward has held the position of Deputy Chief Executive Officer of the Aboriginal Legal Service of Western Australia (Inc) since 1997. Her role requires her to deputise for the Chief Executive Officer and to supervise the Human Resource and Financial aspects of the organisation.

Ms Hayward is an Aboriginal Australian with an extensive history in education, union activities and Aboriginal Affairs in Western Australia. She has advanced qualifications in Education and Aboriginal Community Management and Development, and is an authorised trainer with the Trade Union Training Authority.

Her employment history includes teaching, curriculum writing, management, union representation, human resources, and a number of major consultancies.

Complementary to her employment interests, Ms Hayward enjoys membership of a formidable array of committees in areas of Aboriginal Affairs, government, education, media, finance, and union matters.

Ms Hayward also maintains a strong interest and involvement in Issues to do with politics, women, youth, the arts, the media, and employment and training.

In her spare time Colleen Hayward indulges her other interests which include music, theatre, fine dining, and keeping in touch with a wide circle of family members and acquaintances. She is in demand as a speaker at conference and public events.



Australian Indigenous Education Conference Wednesday, 5th April 2000						
	West End Convention Centre	Carnac Room	Garden Room	Rottnest Room	Manor Boardroom	Manor Ballroom
Times						
0900	Conference Chairman's Welcome					
0905	Graeme Gower, Kurongkurl Katitjin					
0910	Edith Cowan University					
0915	Nyoongar Welcome					
0920	Fred Collard					
0925	Janet Collard					
0930	Education:					
0935	A Fateful Expedition or a Journey for Life?					
0940						
0945	Ken Wyatt					
0950	Director, Aboriginal Education					
0955	EDWA					
1000						
1005						
1010						
1015						
1020						
1025						
1030	MORNING TEA BREAK					
1035						
1050	Edith Cowan University					
1055	Welcome					
1100	Professor Liz Harman					
1105	Deputy Vice-Chancellor					
1110						
1115	Abodijeri					
1120						
1125						
1130	Spirituality, A Key Factor in the Education Process					
1135						
1140	Donella Brown					
1145	Clontarf Aboriginal College					
1150	Western Australia					
1155						
1200						
1205						
1210						
1215						
1220						
1225						
1230	LUNCH					
	with performance by Alice Haines					
1330	Improving learning experiences for Aboriginal					
1335	primary students:					
1340	The Case for School Sport					
1345						
1350	Cheryl Kickett-Tucker					
1355	Kurongkurl Katitjin					
1400	Edith Cowan University					
1405						
1410						
1415						
1420						
1425						
1430	The Indigenous Online Network	Learning Hindrances of Indigenous Students	Shaping learning for students: An Innovative Values	The Gumala Mimuwarni Project	Nyema Studies: Learning as a Community Partnership	Aboriginal Languages in Education Department Schools
1435		Kora Korawali	Education Program for at-risk Aboriginal Youth	Bernie Ryder	Neil Hooley	In Western Australia
1440	Tangi Steen	The University of Newcastle	Cecelia Netolicky	Pilbara District Education Office, EDWA	Victoria University of Technology	Lola Jones
1445	University of South Australia		Bernard Harrison			Kimberley Education Office, EDWA
1450			Edith Cowan University			Lois Spehn-Jackson
1455						Project Officer, LOTE Aboriginal languages, EDWA
1500		Is anyone writing this down?	The importance of ATAS tuition in higher education:		The Impact of Non-attendance Policy on the Social	Emergent Literacy Program for use with Aboriginal
1505		Vicky Nicholson	Student and tutor perceptions on the relationship		exclusion of Compulsory aged students	families
1510		Aboriginal Education Unit, Tasmania	between quality tuition and success		Jan Gray	and their 3-7 year old children
1515			Graeme Gower		Edith Cowan University	Alison Ramm
1520			Edith Cowan University			Cranbrook Primary School
1525						Judy Lill, Pilbara District Education Office
1530						
	AFTERNOON TEA					

Australian Indigenous Education Conference Wednesday, 5th April 2000						
	West End Convention Centre	Carnac Room	Garden Room	Rottneest Room	Manor Boardroom	Manor Ballroom
1600	Indigenous learners on-line: A Model for learning support	Teaching Problem Solving through Culturally Defined	Aboriginal Students at University: Factor affecting	Bamumundi: School and Community working together	The Maori Education Strategy	TheatreSports: A medium for teaching a variety of skills
1605	In an innovative web-based environment	Contexts	success	Rosie Sandover	Carla White	without using pen and paper
1610	Catherine McLoughlin	Robyn Hurley	Jane Tittums	Bamumundi School	Ministry of Education	Michael Sanderson-Green
1615	University of New England	Bachelor Institute of Indigenous Tertiary Education	Edith Cowan University	Les Mack		Angela Sanderson-Green
1620	Graeme Gower, Edith Cowan University			Edith Cowan University		Australian Institute of Theatre Sports
1625						
1630	An investigation of the incorporation of Indigenous	Success for some Young Indigenous Mathematicians	Deadly Ways to Learn Project		"The Illusory Policy of Benefit": Education programs for	
1635	knowledge with EDWA's new Curriculum framework	Pam Sherrard	Rosemary Cahill		Aborigines in WA 1829-1975	
1640	Simon Forrest	Colleen Morris	Kaylene Arnold		Peter Milnes	
1645	Geraldton Aboriginal Education Centre	Kununurra District High School	Deadly Ways to Learn Project		Hollywood Senior High School	
1650						
1655						
1700						

Australian Indigenous Education Conference Thursday, 6th April 2000						
	West End Convention Centre	Carnac Room	Garden Room	Rottnest Room	Manor Boardroom	Manor Ballroom
Times						
0900	Carol Garlett					
0905	EDWA					
0910	Performance by					
0915	Marcia Brownley					
0920						
0925						
0930	Educating Hopelessness.					
0935	Language: Spirit of the Soul					
0940						
0945	Maria Stephens					
0950	Director, Indigenous Education Council					
0955	Northern Territory					
1000						
1005						
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1020						
1025						
1030	MORNING TEA BREAK					
1045	Indigenous Australian Adults' Perception and Attitudes to	Together in Teams - Entrepreneurial Education	Indigenous Literacy Achievement: promoting and		The development of school governance by the local	Counseling for Canadian Indigenous People:
1050	Mathematics and On-Line Learning of Mathematics	Gail Walley	assessing English language acquisition in a remote		community in a remote region	Problems and Solutions
1055	Linda Marshall, Edith Cowan University	Cassia Primary School	Indigenous education centre		Jim Heslop	
1100	Catherine McLoughlin, Uni of New England	Charmaine Derschow	Geoffrey Mitchell		Noranda Primary School	Vance Peavy
1105	Karen Hayward, Edith Cowan University	Pilbara District Education Office	Kurumungku Catholic Education Centre			University of Victoria
1110						Canada
1115	IT and Us: Some thoughts on Aboriginal peoples and	Helping Indigenous Children to Succeed in School: How	Teaching Indigenous ESL Students: New Directions for	A Study of the Education Experiences of 20 Aboriginal	Anishinabe Voice: The Cost Of Education In A Non-	
1120	Torres Strait Islanders information technologies and	much difference does it make when Teachers care?	Teacher Professional Development in the Northern	people who were born and educated in WA	Aboriginal World	
1125	education	John Fanshawe	Territory	Ray Hart	Mary Young	
1130	John Page	Queensland University of Technology	Ruth Gledhill	University of WA	University of Winnipeg	
1135	Edith Cowan University		N.T. Education Dept			
1140						
1145	Community College for Aboriginal Education	Ethics Matters: Some Questions to ask about the Ethical	Black and White Learning Interchange		Teaching ESL to Indigenous Students: Code Switching in	
1150	Robert Somerville	Review Process of Indigenous Research in Tertiary	Louise Lawler		language, behaviours and thinking,	
1155	EDWA	Institutions	Rural and remote Health Training Unit		Lex Leslie	
1200	Ted Penny	Jane Melville	Lorraine Holland		Wanarni Remote Community School	
1205	Aboriginal Community College	Philip Rankine	Patricia Logan Sinclair			
1210		Central Queensland University	Gwen Troutman, Charles Sturt University			
1215	LUNCH with performance by Wadumbah					
1330	The Coolangatta Statement:					
1335	Implications for Indigenous Education					
1340						
1345	Bob Morgan					
1350	Centre for Australian Indigenous Studies, Research					
1355	and Education					
1400	University of Technology					
1405	Sydney					
1410						
1415						
1420						
1425						
1430	Reaching the Digitally Disadvantaged. Australia's	Can non-Indigenous teachers success in teaching	There's More to Hearing	An Innovative Model of	Conceptions of learning held by Aboriginal entrants to a	Attitudes to Aboriginal English
1435	Educational Neglect of Indigenous Learners	Indigenous students?	than Simply Using your Ears	Indigenous Multimedia Education -	bridging programme	Rhonda Oliver
1440	Max Lenoy	Gary Partington, Edith Cowan University	Jeannie Herbert	with Real Job Outcomes	Alison Bunker	Edith Cowan University
1445	Queensland University	John Godfrey, Edith Cowan University	John Scott	Aubrey Schwarz	Kurongkurl Katitjin	
1450		Kaye Richer, Edith Cowan University	James Cook University	Central Metropolitan College of TAFE		
1455		Mort Harslett, Geraldton Secondary College				
1500	To get the Black Point across: Linking technology to	The PhD and Indigenous Knowledge: Accreditation or			Spiritually centred wisdoms: Indigenous/African ways of	Developing Classroom Discourse with Young Aboriginal
1505	Aboriginal voices	Hegemony?			knowing	Literacy Learners
1510	Michael Donovan	Simon Forrest			Ivy Goduka	Lee Simpson
1515	University of Newcastle	EDWA			Central Michigan University	Susan Clancy
1520		Sue McGinty				Charles Sturt University
1525		School of Indigenous Australian Studies				
1530	AFTERNOON TEA					

Australian Indigenous Education Conference Thursday, 6th April 2000						
	West End Convention Centre	Carnac Room	Garden Room	Rottnest Room	Manor Boardroom	Manor Ballroom
1600	Student Tracking System John Martin EDWA	Black and White, Teaching and Learning: Practical Applications Neola Savage Gabrielle Austerberry Wadja Wadja High School	Education in Rural Communities: System Reform in Indigenous Schools Linda Sue Warner, Indian Community School Gerald Gipp, National Science Foundation Brady Deaton, Uni of Missouri - Columbia G.S. Briscoe, Am. Indian Edu Collaborative Education after Dispossession - the lesson and challenges of Reconciliation Tim Muirhead Fred Collard Australians for Reconciliation	"Watch this Spot and Who's In It": Creating Space for Indigenous Educators? Patricia Maringi Johnston Massey University of Education  External Studies in a Remote Region Eileen Roe Edith Cowan University Broome	Reconciliation or rhetoric: the Indigenous policies of Australian Universities Andrew Gunstone Queensland University of Technology  Indigenous Education in the North Territory: From Review to Implementation Elizabeth Ganter NT Dept of Education Tess Lea, Indep Review of Aboriginal Education in the NT	Learning Together with Two-Way English Ian Malcolm, Edith Cowan University Patricia Koninsberg, ESL/ Aboriginal EDWA Glenys Collard, Fremantle District Ed Office Rosemary Cahill, Deadly Ways to Learn Project
1605						
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1630						
1635						
1640						
1645						
1650						
1655						
1700						
1930	Pre-Dinner Drinks (Pool Deck)					
1945	Dinner					
2000	Conference Dinner Dinner Speaker Colleen Hayward Band Pigram Brothers					
0000						

Australian Indigenous Education Conference Friday, 7th April 2000						
	West End Convention Centre	Carnac Room	Garden Room	Rottnest Room	Manor Boardroom	Manor Ballroom
Times						
0900	Graham Gower					
0905	Kurungkurl Kattijin					
0910	Performance by					
0915	Harley Hayward					
0920						
0925						
0930	A Compact for Aboriginal Education					
0935						
0940	Paul Hughes					
0945	Yunggoorendi First Nations Centre for					
0950	Higher Education and Research					
0955	Flinder University					
1000						
1005						
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1020						
1025						
1030	MORNING TEA BREAK					
1045	A comparative View of the self-concepts of urban		The Student Experiences Study: Student Voices guiding	Risk Taking: Giving ESL Learners an Edge	Working Together - A Cooperative Approach to Aboriginal	Conductive Hearing Loss and Aboriginal Children
1050	Aboriginal school children in two learning contexts:		Curriculum Development	Dale Morgan	Education	
1055	Classroom and Sports Field		Susan Page	ESL Teacher Development Project	Eela Govender	Ann Jacobs
1100	Cheryl Kickett-Tucker, Edith Cowan University		Kristie Daniel DiGregorio	Ruth Giedhill	Blacktown District Community College	Excel Rehabilitation
1105	Anne Pedersen, Murdoch University		Sally Farrington	ESL for Indigenous Language Speaking Students		Anna Sinclair
1110			University of Sydney			Aboriginal Independent Community Schools
1115		Neither Pleasurable nor Rewarding: WA Governments	The Kormilda Science Project	From Little Things Big Things Grow:	Rural & Remote Indigenous Students reflecting on their	
1120		and the failure of Aboriginal Education Policy	Theo Read	Aboriginal Influence on Curriculum Change	teaching - Practicum Experiences	
1125		Quentin Beresford	Parkdale Secondary College	Patricia Koninsberg	Mary Vадja	
1130		Edith Cowan University	Daryl Rose	ESL/ Aboriginal EDWA	Jo-Anne Shlosaki	
1135			Gunditjmarra Community	Glenys Collard	University of Notre Dame	
1140				Permanle District Education Office		
1145	Talking about KooriNet	Report of the MCEETYA Task Force on Indigenous	Identity Reclamation: Re-education as Empowerment		Aboriginal Student and Teacher Relationships and	Hearing Loss amongst Indigenous Students:
1150	John Hobson	Education	Shane Edwards		Positive Education Outcomes	Issues & Management
1155	University of Sydney	Ken Wyatt	UNITEC Institute of Technology		Lee Simpson	Ian Henderson
1200		Aboriginal Education Directorate, EDWA			Susan Clancy	Glenn Johnson
1205					Charles Sturt University	Australian Hearing Perth
1210					Geoff Munns, University of Western Sydney	
1215						
LUNCH						
with performance by Billy Court						
1330	Tracking Newly Graduated Teachers of Aboriginal	The Attitudes of Aboriginal Children to their Schooling	Joint Partnerships in the Indigenisation of Tertiary	Yarning and Learning	Colleen's Story: A narrative portrayal of a	Implementation of the National Indigenous English
1335	Children	John Godfrey, Edith Cowan University	Curriculum	Glenys Collard	Nyungah woman's struggle to combat	Literacy and Numeracy Strategy
1340	Sandra Wooltorton	Gary Parlington, Edith Cowan University	Kevin Lowe	Permanle District Education Office	social factors contributing to her	Geoff Bowley
1345	Barry Down	Kaye Richer, Edith Cowan University	Jan Kocumbas	Ian Malcolm	children's alienation from school	DETYA
1350	Edith Cowan University	Mort Harslett, Geraldton Secondary College	University of Sydney	Edith Cowan University	Jan Gray	
1355					Edith Cowan University	
1400	Enhancing Literacy Learning for Koorie students through	VET for Aboriginal Students: How effective is it?	Assessment techniques for Indigenous Learners	Is Reconciliation just another Gammin Strategy?		
1405	the use of Technology	Harry Graham	Maria Northcote	Anthony McKnight		
1410	Kathy Johnston	Steve Florisson	Amanada Kendle	University of Sydney		
1415	Sharon Hughes	Wongultha CAPS	Edith Cowan University			
1420	Koorie Links Project					
1425						
1430	"Learning Together": Using Technology and authentic	The Place of Indigenous Pedagogy in Education for	Issues in Aboriginal Education & Training: NATSIS	The Way Forward: Redefining Post-Compulsory		Ngeangpatjara Kids Making Their Mark
1435	learning experiences to enhance the learning of distance	Reconciliation	Survey Analysis and Discussion	Education for Indigenous Students		Diana Buchanan, Alica Holland
1440	education students	Ray Nichol	Vijaya Gunujan	Lucina Cross		Dick Ward, Denny Robertson
1445	Jeremy Pagram, Tony Fetherston	La Trobe University	Edith Cowan University	Nullagine Remote Community School		Doreen Green
1450	Elaine Rabbitt			Rosemary Naughton		Warburton Remote Community School
1455	Edith Cowan University			Post-Compulsory Review		
1500		White researchers, white teachers, shed your skin...then	Aboriginal Youth in the Fremantle District	Robyn Smith		
1505		being	Barry Warburton	Curriculum Council		
1510		Jan Connolly	Marnie Davis			
1515		Brian Kean	Ricky Jetta			
1520		Southern Cross University	Yonga Aboriginal Student Support Unit			
1525						
1530	Graeme Gower					
1535	May O'Brien					
1540	Denis Hayward					
1545	Marcus McGuire					
1550	Finale					
1555						
1600						



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## **ANISHINABE VOICE: THE COST OF EDUCATION IN A NON-ABORIGINAL WORLD (A NARRATIVE INQUIRY)**

Location: Thursday, 6th April 2000  
Time: 11:15am  
Venue: Manor Boardroom  
Duration: 30 minutes

Mary Young  
University of Winnipeg

In this thesis, the author, a Native Student Advisor in a university setting examines how her personal schooling experiences in residential school, high school and university have contributed to the kind of "educator" she has become. She shares her schooling experiences as they relate to what she refers to as "feelings of separation"---loneliness, fear of failure, isolation and alienation, all of which are associated with personal experiences with racism and oppression. She submits the difficulties Aboriginal students face in 'white' institutions need to be better understood by both Aboriginal and non-Aboriginal educators.

Using 'narrative inquiry' or 'telling stories' as a method to 'research herself' the author attempts to make meaning and learn from her 'experiences' by reflecting and analysing them. She describes how the writing process and the actual 'retelling and reliving' of those significant moments, allows her to discover how she contributed to her own 'colonisation'. She offers insight into the importance of understanding Aboriginal students, in the context of both secondary and post-secondary education and she also discusses the impact of systemic racism and how it continues to affect the lives of Aboriginal students.

## **BLACK AND WHITE LEARNING INTERCHANGE!**

Date: Friday, 7th April 2000  
Time: 11:45  
Venue: Manor Ballroom  
Duration: 30 minutes

Louise Lawler  
Rural and remote Health Training Unit, NSW

Lorraine Holland  
School of Public Health, Charles Sturt University, Dubbo

Patricia Logan Sinclair  
Faculty of Health Studies, Charles Sturt University

Gwen Troutman  
School of Public Health, Charles Sturt University

Charles Sturt University, in partnership with the Rural and Remote Health Training Unit (RARHTU) initiated, in consultation with the local Indigenous community, a programme for upgrading qualifications of Aboriginal Health Workers to degree level. Several unique features were incorporated:

- an educational facilitator without a health career background;
- a challenging first subject based upon student's familial personal history;
- specialist sessions provided by professional health workers;
- recognition of prior learning taking into account the many varied levels of existing regional health services training.

Evaluation of the qualitative aspects of the overall learning experience have begun. In the process of designing questionnaires to assess the overall impact of the programme upon the students personal and working lives it has been repeatedly revealed that the learning process was not a one-way affair.

A meeting of the authors, three of whom taught in the programme and one being a student of the programme found:

- the teachers now have a better understanding of the cultural issues that challenge the Aboriginal University student and the Aboriginal community;
- the teachers feel more responsible for their moral projection within the Aboriginal and non-Aboriginal community being more demonstrably responsive particularly when representing the point of view of those communities;
- recognise the need for a more personal relationship with students to develop an atmosphere of trust to encourage the students within the learning environment than is usually applied to the lecturer - student relationship;

A questionnaire was given to the remainder of the student group, all of whom are Indigenous, the results of which support the views expressed.

## **NYERNA STUDIES: LEARNING AS A COMMUNITY PARTNERSHIP**

Date: Wednesday, 5th April 2000  
Time: 2:30pm  
Venue: Manor Boardroom  
Duration: 30 minutes

Neil Hooley  
School of Education  
Victoria University of Technology

In mid-1997, the Indigenous community of Echuca-Moama approached Victoria University of Technology with a proposal that a tertiary presence be established in the region. By the commencement of the academic year 1998, a new Bachelor of Education and Bachelor of Arts program called Nyerna Studies had been negotiated and designed, approved by the University and was ready for implementation. The four-year program consisted of Education Studies, Koori Culture and Knowledge, Sport and Recreation and Youth and Community Studies. The guiding principles of the course involve community responsiveness and partnership, inquiry approaches to teaching and learning, flexible pathways and an emphasis on learning outcomes, development of innovative practices and close connections with the land and natural environment.

In addition, Indigenous and non-Indigenous students are participating in the course around the central idea of 'learning with' rather than 'teaching about' the significant issues in each subject area. At this early stage, a number of points have emerged that seem to describe some of the key determinants of inquiry learning including an explicit political purpose of the program, constructing the course as a community narrative that is culturally inclusive and a style of learning that is integrated, informal and located in the knowledge and wisdom of the environment.

While these claims are tentative, a serious attempt is being made to identify and implement a set of teaching and learning conditions that are consistent with both Indigenous and inquiry learning and which is making a noteworthy contribution to local reconciliation in action.

## **ABORIGINAL LANGUAGES IN EDUCATION DEPARTMENT SCHOOLS IN WESTERN AUSTRALIA**

Date: Wednesday, 5th April 2000  
Time: 2:30  
Venue: Manor Ballroom  
Duration: 30 minutes

Lola Jones  
Kimberley Education Office, Education Department of Western Australia

Lois Spehn-Jackson  
Project Officer, LOTE Aboriginal languages, EDWA  
Aboriginal Educ Centre, Box 63, Geraldton WA 6531

There are many different Aboriginal languages spoken in Western Australia and the Education Department recognises the importance of Aboriginal languages and that Aboriginal people are concerned about maintaining them. One way to support the maintenance of Aboriginal languages is to include them in the school curriculum. This paper will present an overview of the development and teaching of Aboriginal Languages in WA government schools.

1. A short history of Aboriginal language programs in WA
2. Implementing and teaching an Aboriginal language
  - Community consultation and involvement. The language (or languages) to be taught in the school is identified by the local Aboriginal community and a 'language team' comprising school and community members is established. A team approach enables the expertise of a number of people to be used to deliver an effective language program.
  - School and community commitment and co-operation.
3. Support and Professional Development. Three courses have been developed and provided by the Education Department to address the specific needs of Aboriginal people teaching Indigenous languages in a school environment.
  - Intensive Language Courses
  - Aboriginal Languages Teacher Training
  - Intensive Literacy/Leadership Course
4. A number of curriculum resources have been developed and are available to support schools implementing an Aboriginal language.
  - Framework for Teaching Aboriginal Languages in Primary Schools
  - (Draft) Aboriginal Languages Secondary Framework Years 8-10
  - AILF Australia Indigenous Languages Framework Years 11-12
  - Aboriginal Languages Resources File
5. Living Languages Video: Aboriginal Languages in Education Department Schools in WA

## **LEARNING HINDRANCES OF INDIGENOUS STUDENTS:**

The case of students studying architecture and building at the Papua New Guinea University of Technology, Lae.

Date: Wednesday, 5th April 2000  
Time: 2:30  
Venue: Carnac Room  
Duration: 30 minutes

Kora Korawali  
Faculty of Architecture  
The University of Newcastle

Indigenous students studying in various levels of education are found to be disadvantaged in many aspects of learning. Whether these students are indigenous Australians, including Torres Strait Islanders or neighbouring Pacific Islanders, many of the difficulties in learning are similar despite varying cultural differences. What are some of the fundamental causes of learning disabilities? Are Western methods of teaching and learning appropriate? Are indigenous cultural learning practices in collusion with Western ideas? Is there a lack of appropriate resources for teaching and learning? Do indigenous students' perception and attitudes to learning impede quality creative learning?

Based on these questions, the paper discusses student attitudes and perceptions about hindrances in the learning environment at the Department of Architecture and Building, Papua New Guinea University of Technology.

The paper reports findings from a survey undertaken to determine what students are saying about their learning, such as

- (a) what takes up most time for learning and what measures are taken to manage such activities,
- (b) what measures are taken to set learning goals and objectives, and
- (c) what issues do they face in solving learning problems, which they consider appropriate but are not addressed and (d) what aspects of cultural obligations impedes their learning.

Conclusions are then drawn to determine whether students are aware of shortcomings in their own learning and what they are doing about these. Suggestions are given to inform educators what institutions might do in order to improve learning for indigenous students.

## IS ANYONE WRITING THIS DOWN?

Date: Wednesday, 5th April 2000  
Time: 3:00  
Venue: Carnac Room  
Duration: 30 minutes

Vicky Nicholson  
Aboriginal Education Unit, Department of Education, Tasmania

Stories about Tasmanian schools that are using inclusive practice to improve outcomes for Indigenous students. Teachers, parents, AIEW'S and Indigenous community members from thirty schools are working on an action research project to include and value Indigenous students by creating a climate for their improved educational outcomes.

The project includes:

- Trialing practical and relevant teaching materials and ideas in literacy and numeracy;
- accommodating a range of learning styles;
- encouraging collaborative inquiry amongst students;
- sharing good practice;
- using information technology as a teaching and learning tool;
- forging strong links between home and school;
- valuing student and community contributions;
- using a range of media to record student achievements; and
- trialing innovative assessment and reporting procedures.

The project is informed by and contributes to research in pedagogy and curriculum theory that particularly supports Indigenous students' self value and success. The workshop will use video, the project web site and practical demonstration to describe the program, report on its outcomes and establish the place of whole school change in strategic planning for equity goals.

# **AN INVESTIGATION OF THE INCORPORATION OF INDIGENOUS KNOWLEDGE WITHIN THE EDUCATION DEPARTMENT OF WESTERN AUSTRALIA'S NEW CURRICULUM FRAMEWORK**

Date: Wednesday, 5th April 2000  
Time: 2:30  
Venue: Rottnest Room  
Duration: 30 minutes

Simon Forrest  
Geraldton Aboriginal Education Centre  
Education Department of WA

In 1999 the Western Australian government introduced a Curriculum Framework for all government and non- government schools in Western Australia. The time frame for full implementation is 2004. The Curriculum Framework is an instrument of major educational reform in Western Australia.

Within the Curriculum Framework there are seven key principles, each of which is explained by means of a statement. The Curriculum Framework in its statement of principle on inclusivity claims to "value and include the understandings and knowledge of all groups."

This paper outlines the work and findings so far of a study that focuses on the representation of Indigenous knowledge within the Curriculum Framework.

## **TEACHING PROBLEM SOLVING THROUGH CULTURALLY DEFINED CONTEXTS**

Date: Wednesday, 5th April 2000  
Time: 4:00  
Venue: Carnac Room  
Duration: 30 minutes

Robyn Hurley  
Batchelor Institute of Indigenous Tertiary Education

This paper is based on a project that developed a bank of fifteen problem-solving activities based on social and environmental contexts from southeast Arnhem Land. The paper explains the development of the project and the rationale in terms of cultural maintenance and literacy and numeracy teaching and learning. The activities are based on kinship, country and clans, bush food and bush medicine and designed to bring cultural knowledge and experiences into the classroom. Children using the activities are encouraged to work in small groups, employing problem solving strategies such as drawing on prior knowledge and experiences, discussing, arguing, making conclusions and reaching a consensus within the group. Classroom trials showed children engaged in the activities because they were familiar with the context and motivated to solve the problem. The model developed can be used by Aboriginal teachers to develop their own curriculum support, problem solving activities and has implications for the learning process by involving language and social interaction.

## **SUCCESS FOR SOME YOUNG INDIGENOUS MATHEMATICIANS**

Date: Wednesday, 5th April 2000  
Time: 4:30  
Venue: Carnac Room  
Duration: 30 minutes

Pam Sherrard  
Kununurra District High School

Colleen Morris  
AIEW, Kununurra DHS, PB Box 617, Kununurra WA

A project, which was developed locally and in collaboration with the Australian Association of Mathematics Teachers, demonstrated improved numeracy acquisition of a group of indigenous students. It was funded under the Strategic Results Programme under the Indigenous Education Strategic Initiatives Programme administered by the Commonwealth Department of Education, Training and Youth Affairs. The project took place within the setting of a large district high school in a remote location. The eighteen students from Years 3 and 4 who formed the target group were ESL/D speakers and were described by their classroom teachers as 'students at educational risk'. Initial data indicated the students' understanding of number concepts was below that usually expected of children in their year groups and generally lower than that of their non-Aboriginal peers. Records of student achievement at the end of the relatively short time-span of less than one year showed significant improvement and performance comparable to that of non-Indigenous students.

In the program the students were supported in their learning of mathematics through the collaborative work of parents, AIEW, mathematics support teacher and classroom teachers. The teaching program, which emphasised the development of number sense, empowered the students to come to view themselves as successful mathematicians. They were in control of their mathematics and it was meaningful to them. The strategies used clearly demonstrate that access to understanding of mathematics is dependent upon language, conversation and explicit teaching.

## TOGETHER IN TEAMS - ENTREPRENEURIAL EDUCATION

Date: Thursday, 6th April 2000

Time: 10:45

Venue: Carnac Room

Duration: 30 minutes

Gail Walley

Cassia Primary School

Charmaine Derschow

Coordinator, Aboriginal Education, Pilbara District Ed office

This paper will cover a range of issues related to teamwork in relation to working with Aboriginal students. Work conducted in the Pilbara district schools has contributed to the development of a range of team teaching strategies and practices. These include the following:

- (a) Teamwork and collaboration -key to successful negotiation and facilitation of programmes in schools
- (b) Placement of key Aboriginal people in teaching teams, Admin teams, School Councils, ASSPA Committees, P & C Associations
- (c) Proactive patterns
- (d) Implementation of Aboriginal Studies Curriculum
- (e) Language Implementation and Cultural Inclusion
- (f) Devising School AEOP plans

The issues related to each of these topics will be outlined and appropriate practices for implementation described.

## **HELPING INDIGENOUS CHILDREN TO SUCCEED IN SCHOOL: HOW MUCH DIFFERENCE DOES IT MAKE WHEN TEACHERS CARE?**

Date: Thursday, 6th April 2000

Time: 11:15

Venue: Carnac Room

Duration: 30 minutes

John Fanshawe

School of Learning and Development, Queensland University of Technology

This paper seeks to identify some of the characteristics, strategies, and behaviours of teachers who are likely to work effectively with Indigenous students in Australia. Particular attention is given to the warmth and demandingness model of teacher effectiveness which was developed by Kleinfeld in the 1970s in relation to Indigenous students in Alaska, and which has received a considerable amount of support in the two decades since then in the context of Indigenous education in Australia. Consideration is also given to the importance of positive teacher expectations, genuinely respecting one's students, being stimulating and imaginative, and presenting material which is obviously relevant to the present and future needs of Indigenous students. Throughout this discussion of teacher effectiveness in Indigenous contexts, the views expressed in the literature are evaluated in light of data obtained in 1999, in a DETYA-funded project, from Indigenous students and their parents and teachers in South Australia, Queensland, and the Northern Territory.

## **ENHANCING LITERACY LEARNING FOR KOORIE STUDENTS THROUGH THE USE OF TECHNOLOGY.**

Date: Friday, 7th April 2000  
Time: 2:00  
Venue: West End Convention Centre  
Duration: 30 minutes

Kathy Johnston  
Koorie Literacy Links Project, Department of Education, Victoria

Sharon Hughes  
Koorie Education Development Officer, Department of Education, Victoria  
Koorie Literacy Links Project:

The basis of this Strategic Results Project is the use of technology to improve the educational achievements of Indigenous students in literacy in the early years in Victorian Primary schools in Australia.

The aims of the Project are to:

- extend successful literacy/curriculum models to targeted Koorie student groups in 8 Dept of Education and 3 Catholic Education Commission of Victoria schools through the use of learning technologies and the students' direct involvement in using these technologies
- improve teacher understandings about Koorie Education issues through the provision of professional development
- further extend Project outcomes to curriculum leaders in participating schools.

The participating schools are linked via Internet and video conferencing facilities with one another and to the hub campus, Woolum Bellum, Morwell. There are Koorie Literacy Link partnership teams established at each of the link schools which comprise classroom teachers and relevant Koorie Education workers in the local area. The teams are supported by statewide and regional professional development sessions that provide an opportunity to further refine and disseminate the strategies and resources of the project.

This session will outline the processes and procedures used to set up the video conferencing network and then discuss the outcomes of the sharing of best practice on the literacy achievements of Koorie students in a range of educational settings.

\* While the Indigenous people of South East Australia have specific clan and language group names, the term 'Koorie' is their preference when referring to the Indigenous people of this region in a general way.

## **"THE ILLUSORY POLICY OF BENEFIT": EDUCATIONAL PROGRAMS FOR ABORIGINES IN WESTERN AUSTRALIA 1829-1975**

Date: Wednesday, 5th April 2000  
Time: 4:30  
Venue: Manor Boardroom  
Duration: 30 minutes

Peter Milnes  
Hollywood Senior High School, Perth

"Illusory education": The historical account of Aboriginal education in Western Australia revealed consistent use of "illusory policy of benefit" to cover neglect, discrimination and abuse. Instead of engaging minds, igniting curiosity, providing learning tools, assisting communication of ideas, opening horizons, fitting a person for life and increasing personal autonomy, illusory education stifled curiosity, promoted listlessness, taught educational tools as ends in themselves and bored the students. Illusory education had the appearance of teaching and learning but subverted the process, fitting students for menial tasks that robbed them of individual dignity and led to dependence on the decisions of others. This will be illustrated by examination of three periods of Western Australian history:

The period of British Colonial Administration 1829-1897 As a result of the 1836-7 Select Committee Recommendations concerning the treatment of Aboriginal Natives in Colonised lands, comparatively expensive "educational institutions" for Aborigines were set up in Perth, Guildford and Albany. High sounding rhetoric of extending the "blessings of civilisation" masked its malignant intent - illusory education to pacify Aborigines, to create a useful servant class and an instrument of oppression.

The period of Physical Exclusion 1897-1950 While Aboriginal families were being broken up by forced removal to reserves, employment opportunities were denied and personal lives were being "administered" by an intrusive "Protector", illusory education was practiced at Moore River and Carollup Reserves. "Education" was a thin veneer for exclusion and attempted cultural destruction.

Physical Inclusion/ Cultural Exclusion 1950-1975 Aboriginal students gained physical access to mainstream Western Australian educational institutions. This was an illusory gain because families continued to be broken, employment opportunities denied and intrusive administrative practices precluded Aboriginal success in an assimilationist educational system. The rhetoric of access masked the failure to truly offer education. Illusory education now? What can we learn from our history?

## **SPIRITUALLY CENTRED WISDOMS: INDIGENOUS/AFRICAN WAYS OF KNOWING**

Date: Thursday, 6th April 2000  
Time: 3:00  
Venue: Manor Boardroom  
Duration: 30 minutes

Ivy N Goduka  
Central Michigan University

In this presentation I argue that indigenous ways of knowing are about life and the nature of the spirit that moves within and around us. I explore basic elements of spiritually centred wisdoms that connect humans at the level of spiritual ecology. I also illustrate multiple contexts of indigenous educational processes that are rooted in Nature--the living soul, cultural practices and spiritual values.

These processes reveal close connections between learners and Nature, indicating that learning is a subjective experience tied to individuals' natural, cultural, social and spiritual contexts. Thus, to begin processes of indigenous ways of knowing, educators must move beyond a focus on specialisation to holistic knowledge; from materialism to spirituality; from a focus on structures to understanding processes and from objective to subjective methods of inquiry. In short, educators must look beyond the so called rational Newtonian-Cartesian epistemologies. Rather, they must integrate indigenous epistemologies designed to engage learners in processes that facilitate the development of human potential through creative connectedness to Spiritually Centred Wisdoms.

## THE MAORI EDUCATION STRATEGY

Date: Wednesday, 5th April 2000  
Time: 4:00  
Venue: Manor Boardroom  
Duration: 30 minutes

Carla White  
Ministry of Education

In May 1999 the Maori Education Strategy was introduced by the New Zealand Government to increase Maori achievement and participation within the education system. It was developed after nation-wide consultation with parents, whānau (families), educators and communities on "Making Education Work for Maori".

The Strategy has a long-term focus. It creates and looks for opportunities to ensure that the Government is doing its business in the best way to produce quality education for Maori. At the heart of the Strategy is the recognition that Maori must be supported to take charge of solving many of the education issues they face, not in a one-sided approach, but alongside Government and education providers.

At this stage, the policy and operational initiatives of the Strategy focus on the compulsory school sector. Early childhood and post-compulsory education strategic priorities are to be developed in 99/00. There are three broad priorities to provide direction to the Ministry in improving the educational success of Maori in compulsory schooling. The priorities are:

- Supporting and strengthening kura kaupapa Maori (a type of Maori immersion schooling) and Maori medium education (other Maori language immersion schooling)
- Increasing Maori involvement and authority in education \* Raising the success of Maori in mainstream education (strengthening provider accountability for Maori educational outcomes, bringing schools and Maori communities closer together, and improving the information about education to Maori).

These priorities and the overall Strategy have generated a number of new initiatives and stronger co-ordination for existing projects such as:

- Strengthening the accountability of schools to Maori (for the education success of Maori students)
- supporting Maori in their engagement with schools and their children's education
- Options for increased devolution to Maori representative groups - including Maori medium education groups;

The challenges now are:

- Implementing these initiatives and projects effectively, and looking for new opportunities to improve the responsiveness of the education sector to Maori.
- Raising the capability of Government to develop co-operative, effective education partnerships with Maori
- Using the relationships to raise the quality of education planning, policy and programmes;
- Accurately measuring progress (of the Strategy, the education system, and Maori achievement and participation).

## **WORKING TOGETHER - A COOPERATIVE APPROACH TO ABORIGINAL EDUCATION**

Date: Friday, 7th April 2000  
Time: 10:45  
Venue: Manor Boardroom  
Duration: 30 minutes

Eela Govender  
Blacktown District Community College inc.

The paper will look at the tried and tested method of designing, developing and delivering training by non-indigenous people/organisations for Indigenous people.

- Issues of cultural sensitivity and programs of value and success in the Blacktown, Mt Drutt areas.
- Knowing your community and doing a needs analysis.
- The role of Adult and Community Education in successfully delivering training for Indigenous people.
- Developing Partnerships with Indigenous People and Organisations ie. "Working Together".
- Teaching strategies, student support mechanisms, organisational understanding and embracement of culture, flexible delivery, etc.

## **EDUCATION IN RURAL COMMUNITIES: SYSTEM REFORM IN INDIGENOUS SCHOOLS**

Date: Thursday, 6th April 2000  
Time: 4:00  
Venue: Garden Room  
Duration: 30 minutes

Linda Sue Warner  
Indian Community School

Gerald E. Gipp, Ph.D.  
National Science Foundation

Brady J. Deaton, Ph.D.  
University of Missouri-Columbia

G. S. Briscoe  
American Indian Education Collaborative

This paper proposes to review systemic reform efforts in rural communities. Research and evaluation efforts of standards-based mathematics, science, and technology efforts include cultural and economic components appropriate to the rural setting. The focus of this work is in establishing linkages between intervention efforts and economic benefits for rural communities. Distance learning strategies and infrastructure, often non-existent in remote areas serving indigenous communities, is required. The work presented here is contextualized in efforts funded by The National Science Foundation throughout rural American. The Foundation seeks to support reform efforts in rural education K-16 with two foci: American Indian/Alaska Native and Non-Indian. Early indications are that successful change efforts are dependent upon the integration of culture.

## **CONCEPTIONS OF LEARNING HELD BY ABORIGINAL ENTRANTS TO A BRIDGING PROGRAMME.**

Date: Thursday, 6th April 2000  
Time: 2:30  
Venue: Manor Boardroom  
Duration: 30 minutes

Alison Bunker  
Kurungkurl Katitjin  
Edith Cowan University

In the mainstream university population, student success has been linked to conceptions of learning. This paper reports on an exploratory study of the conceptions of learning constructed by Aboriginal people seeking university entrance.

The following conceptions of learning were identified as dominant in the six interviews: learning as physically doing what the teacher tells you, learning as memorising and reproducing, learning as increasing knowledge to use later, learning as understanding meaning, learning as understanding phenomena, and learning as maturing and seeing things differently.

There are two interesting findings in this study. Firstly, there appears to be a discontinuity between what learning is and how it is done for two of the conceptions. Secondly, most of the descriptions of how learning happens were notable for a 'black-box' explanation and absence of any reflection on learning.

## **THEATRESPORTS: A MEDIUM FOR TEACHING A VARIETY OF SKILLS WITHOUT USING PEN AND PAPER.**

Date: Wednesday, 5th April 2000  
Time: 4:00  
Venue: Manor Ballroom  
Duration: 60minutes

Michael Sanderson-Green  
Australian Institute of Theatre Sports

Angela Sanderson-Green  
Australian Institute of Theatre Sports

Michael and Angela are Actors and Occupational Therapists who have used improvised drama, namely TheatreSports, as their medium to teach a variety of skills with a range of people and ages. They have taken their programs into corporations, Government Departments, Prisons, Schools and Aboriginal communities. This paper will discuss the programs that have been conducted over the last 10 years with Indigenous people in Prisons, District High Schools and Aboriginal Community Schools.

We will outline our objectives, such as increasing life-skills, self esteem, confidence, oral language skills in standard English etc and the methodology used to meet those objectives. We will also outline the difficulties experienced in each setting and how we have overcome them. Problems such as English being a second language, Shame and limited life experiences outside of their settings. TheatreSports is improvisation through acting games played competitively; it originated in Canada and is played in over 32 countries. Our program in Schools with Aboriginal children is unique and has evolved over a number of years as we have adjusted to meet the children's particular needs and classroom culture.

It has not been a one way adjustment, we have learnt a lot whilst working with indigenous children and have adjusted our programs in main stream classes accordingly, for example in small community schools with 18 children we have been able to run whole of school classes because of the normal ethos of the children to care for each other, in main school classes it would be rare to see a 14 year old boy tolerate pre primary children in their class, the activities that we were able to do in those groups have helped us shape programs in main stream classes to allow more age and gender mixes. This paper will also outline some of those positive ethnographical traits that the program has been able to tap into and help develop further.

## **IMPROVING LEARNING EXPERIENCES FOR ABORIGINAL PRIMARY STUDENTS: THE CASE FOR SCHOOL SPORT.**

Date: Thursday, 6th April 2000  
Time: 9:30  
Venue: West End Convention Centre  
Duration: 60 minutes

Cheryl Kickett-Tucker  
Edith Cowan University

Sport has been advocated as a positive influence in which to alter Aboriginal children and youths' sense of self. More specifically, it has a powerful bearing upon a child's capacity to judge him/her self and has a meaningful relation with the evaluation of his/her Aboriginal identity. Unfortunately access to a variety of sports, particularly in the club sports level is not afforded to many Aboriginal children. Thus, sport in the school environment has perhaps become the prime vehicle in which Aboriginal children have the opportunities to participate and experience organised sport.

A study of school sport in a government primary school had established that although Aboriginal children's sport experiences had mostly positive influences upon their sense of self, a greater potential existed for their development. Hence, it is the primary purpose of this address to outline the value and importance of school sport from the perspective of 11-12 year old urban Aboriginal children. Some practical recommendations developed from the children's insights will be presented for teaching practitioners.

## **BLACK AND WHITE, TEACHING AND LEARNING: PRACTICAL APPLICATIONS**

Date: Thursday, 6th April 2000  
Time: 4:00  
Venue: Carnac Room  
Duration: 60 minutes

Neola Savage  
Wadja Wadja High School  
Woorabinda

Gabrielle Austerberry  
Wadja Wadja High School  
Woorabinda

Within the theme of "Learning better together" we would like to present a paper on Aboriginal and Western learning and teaching styles. We are an Aboriginal and a Dutch teacher who have been team teaching in a 100% Aboriginal community school. We have consistently examined our own practices and how our students (12 to 15 year old, but primary levels) react to this. We would like to present our findings and how they relate to other articles on this topic. We have paid particular attention to our own teaching styles, differences and similarities and we have developed a very practical list of what works in these situations. School organisation options will be discussed as they play a part in the teaching style.

## TALKING ABOUT KOORINET

Date: Wednesday, 5th April 2000  
Time: 3:00  
Venue: West End Convention Centre  
Duration: 30 minutes

John Hobson  
Koori Centre  
University of Sydney

KooriNet has been providing services to the Indigenous higher education sector, community groups and individuals since 1995 when it appeared as one of the first Indigenous-controlled sites in the Internet. These services include a range of e-mail mailing lists with over 1,000 subscribers, the Aboriginal and Torres Strait Islander WWW Resource Directory, and almost a dozen hosted websites. KooriNet web pages receive hundreds of visits per day from all over Australia and the world, and there are hundreds of people working in Indigenous higher education who now regard KooriNet e-mail broadcasts as a regular source of news.

Although most of the response that KooriNet receives about its services is overwhelmingly positive, the actual amount of feedback we get is very small. While we assume that means most people are fairly happy, we also recognise we could be doing more to make sure we are delivering the services people really want and in ways that suit them best.

To try and take a major step down this road we would like to hold an open workshop session that allows people to join in and express their views. There will be a brief presentation on what we are currently doing and new services we plan to introduce. But, mostly, we'd like you to do the talking! Please feel free to join us and tell us what you think, or just ask us any questions we might be able to help you with.

## A COMPACT FOR ABORIGINAL EDUCATION

Date: Friday, 7th April 2000  
Time: 9:30  
Venue: West End Convention Centre  
Duration: 60 minutes

Paul Hughes  
Yunggorendi First Nations Centre for Higher Education and Research,  
Flinders University

In this presentation, Professor Hughes, as an Aborigine and educationalist, will argue the absolute key issues that need to be in place if teaching and learning for Aboriginal students/peoples is to have successful outcomes and meet the aims of the Aboriginal education political movement. The presentation will focus particularly on those students/peoples who live in minority cultural communities in country towns and cities. He argues that there are three "absolutes".

- that the school/institution leadership and staff have an agreed respect for the cultures of its Aboriginal students. This means that they must establish;
- good personal relations with their Aboriginal community;
- have actual involvement in decision making, and;
- recognise the local culture by insisting upon the inclusion of Aboriginal perspectives in its teaching program.
- that the school/institution have teachers/lecturers who are at least good practitioners who are focussed, explicit and demand outcomes from their students,
- that the Aboriginal community accept the fact that unless they and their students participate consistently in the schooling process they will not succeed. This means that students must attend all the time possible and understand that you cannot learn the skill of another culture unless you accept it and take from it what it has to offer.
- Professor Hughes argues that each Aboriginal community needs an agreement, a "Compact" for individual, and therefore community, success.

# **INDIGENOUS AUSTRALIAN ADULTS' PERCEPTIONS AND ATTITUDES TO MATHEMATICS AND ON-LINE LEARNING OF MATHEMATICS**

Date: Thursday, 6th April 2000  
Time: 10:45  
Venue: West End Convention Centre  
Duration: 30 minutes

Linda Marshall  
Kurungkurl Katitjin  
Edith Cowan University

Catherine McLoughlin  
University of New England

Karen Hayward  
Edith Cowan University

Adults are increasingly undertaking a range of mathematics courses as mature-age students. For many adults, there is a need to undertake courses in bridging literacy and numeracy before they can access undergraduate courses. This is particularly true of Indigenous Australian adults, who often avoid mathematics and have high levels of mathematics anxiety caused in the main by negative school experiences. These attitudes are exacerbated by incompatible cultural values and perceptions of mathematics, teaching that doesn't sufficiently take into account Aboriginal learning styles and culturally acquired knowledge, and lower levels of school participation and achievement in mathematics.

This study looks at the views of a group of Indigenous Australian adults currently undertaking mathematics units as part of the Aboriginal University Orientation Course (AUOC) offered by Kurungkurl Katitjin at Edith Cowan University. The students interviewed were studying through one of three Regional Centres. The study investigated students' perceptions of what counts as 'mathematics' and their beliefs about the use of mathematics in their own daily lives. A survey was conducted of their views on the type of mathematics they considered to be important in a mathematics bridging course. Students were also asked to comment on their perceptions of learning on-line, and of learning mathematics on-line. While on-line learning is rapidly becoming a major tool of modern education, there is a dearth of research on its use as a medium for the teaching of mathematics to adults, particularly Indigenous Australian adults. The findings of this study suggest that for many, it is likely to be a popular mode of study.

The study provides evidence that on-line learning offers greater equity of access, and is empowering and motivational for Indigenous adults. In addition, web-based mathematics learning has the flexibility to meet the needs and circumstances of remote and isolated students, and is more suited to Aboriginal learning styles.

## **THE WAY FORWARD: REDEFINING POST-COMPULSORY EDUCATION FOR INDIGENOUS STUDENTS**

Date: Friday, 7th April 2000  
Time: 2:30  
Venue: Rottnest Room  
Duration: 60 minutes

Lucina Cross  
Nullagine Remote Community School, WA

Rosemary Naughton  
Executive Officer, Post-Compulsory Review

Robyn Smith  
Curriculum Officer, Curriculum Council

The Curriculum Framework for kindergarten to year 12 students in Western Australia specifies a set of outcomes that describes what all students should know, understand, value and be able to do as a result of their schooling.

This requires the Curriculum Council to design a post-compulsory system that is outcomes-focused, caters for vocational education and academic needs, develops information and communication technology skills and provides support for the development of values and active engagement in society.

Possible concepts for change will be outlined. Workshop participants will explore issues and new directions for the future to best serve the needs of Indigenous students and their communities.

## **INDIGENOUS LEARNERS ON-LINE: A MODEL FOR LEARNING SUPPORT IN AN INNOVATIVE WEB-BASED ENVIRONMENT**

Date: Wednesday, 5th April 2000  
Time: 4:00  
Venue: West End Convention Centre  
Duration: 30 minutes

Catherine McLoughlin  
Teaching and Learning Centre  
The University of New England

Graeme Gower  
Kurongkurl Katitjin  
Edith Cowan University

In recent years, the concept of diversity in higher education has been embraced by educators, policy makers and curriculum designers. The results of this has been a broadening of educational provision, the recognition of different cognitive styles and approaches to learning, and the provision of a diverse range of learning experiences to students. These challenges have led universities to introduce learning and teaching supports to cater for diverse learner needs. At Kurongkurl Katitjin, Edith Cowan University, on-line delivery of the Aboriginal University Orientation (AUOC) course has resulted in the design of innovative web-based learning environments for external students. The technology itself is not seen to enable quality learning, but rather the educational design process is planned to increase access to relevant and culturally appropriate learning experiences. This paper presents an analysis of culturally appropriate on-line design for Indigenous learners, and suggests a range of support mechanisms to enable learners to become self-directed in distance learning settings.

## DEADLY WAYS TO LEARN PROJECT

Date: Wednesday, 5th April 2000  
Time: 4:30  
Venue: Garden Room  
Duration: 30 minutes

Rosemary Cahill  
Deadly Ways to Learn project, WA

Kaylene Arnold  
Deadly Ways to Learn

The Deadly Ways to Learn action research project was a Commonwealth funded project conducted in Western Australia during 1998-9. The project was characterised by diversity: Aboriginal and non-Aboriginal participation, cross-sectoral participation, and a mixture of schooling and geographical contexts. It sought to articulate, in terms of classroom practices, what two-way bidialectal education might look like and, in so doing, to find effective ways to improve literacy outcomes among Indigenous students. This workshop will outline the processes, the findings and the deeper lessons taken from this highly successful project. It will include an overview of draft print and video materials currently in production.

## STUDENT TRACKING SYSTEM

Date: Thursday, 6th April 2000  
Time: 4:00  
Venue: West End Convention Centre  
Duration: 30 minutes

John Martin  
Student Tracking System  
Education Department of Western Australia

The Student Tracking System is a cross sectoral project, involving non-Government and Government schools, developed to meet the needs of transient and mobile students and is being implemented to improve the attendance and education of transient and truant students. It is being piloted in the Goldfields and Mid West Education Districts and commenced in Term 1 1999 and will continue in 2000.

The project has established and maintains a central database to identify and monitor transient and truant students across the government and non-government education sectors. Transient students are identified and patterns of transience plotted to target the provision of educational programs at the point of need. Transient students have unique educational needs that must be addressed and cooperation between education providers has been increased to guarantee that these students' needs are met.

All parents, care-givers Aboriginal Education and Islander Education Workers (AIEOs) along with the education providers, District Directors and Principals approached have greeted the initiative positively and agreed to be involved in the project. Community groups such as the Ethnic Communities Council have also welcomed this initiative.

Early results have been encouraging with an 88% success rate in locating students from the two trial Districts. This success has been achieved with a largely manual effort but this situation is set to change with the development of a computerised tracking program. The program will track students and notify schools of student transfers ensuring that no students are lost to the system. The Children Whose Whereabouts are Unknown List has also been reduced by 65% and the number of new students being entered on the list is increasing.

## **INDIGENOUS LITERACY ACHIEVEMENT: PROMOTING AND ASSESSING ENGLISH LANGUAGE ACQUISITION IN A REMOTE INDIGENOUS EDUCATION CENTRE**

Date: Thursday, 6th April 2000  
Time: 10:45  
Venue: Garden Room  
Duration: 30 minutes

Geoffrey Mitchell  
Kururrungku Catholic Education Centre

Increased focus on literacy, accountability and benchmark testing has highlighted poor literacy achievement amongst Indigenous students. This paper discusses some of the strategies one remote Indigenous Education Centre has implemented to address literacy achievement and particularly how to monitor this achievement. Efforts in Indigenous education by the centre have resulted in significant recognition including a major National Literacy Week Award in 1999.

The major focus of the paper shall be on research carried out at the centre into the suitability of three existing developmental assessment frameworks: the ESL Scales (Australian Education Council, 1994); ESL Bandscales (NLLIA, 1994); and the First Steps Developmental Continua (Education Department of Western Australia, 1997) - for recording and monitoring the English language development of their students. This research found that while there were a number of descriptors in each framework that matched student data, there were other descriptors that were consistently not observed in the sample population. Some descriptors were found to be inappropriate to an Indigenous learning context and biased towards Western literacy practices.

The framework levels were also found to be too broad to represent student development adequately over time. No framework appeared suitable for plotting the students' oral language development. The paper shall also present recommendations and developments arising from this research including new trial reading and writing assessment frameworks. Improved student monitoring may not only be of benefit in appeasing the political/funding masters, but more importantly may contribute to greater recognition of students' abilities, improvements in the teaching/assessment cycle and improved outcomes for Indigenous students.

## **TEACHING INDIGENOUS ESL STUDENTS: NEW DIRECTIONS FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE NORTHERN TERRITORY**

Date: Thursday, 6th April 2000  
Time: 11:15  
Venue: Garden Room  
Duration: 30 minutes

Ruth Gledhill  
N.T. Education Department

This paper presents the contexts for teaching Indigenous students in the Territory, the challenges faced by teachers and presents some of the Professional Development possibilities available to them: in particular a new course developed through a partnership between the NT Education Department and the Northern Territory University. The Northern Territory has 59% of Australia's Indigenous language speakers. Indigenous students make up approximately 34% of the total Northern Territory student population. Many of these students come to school speaking an Indigenous language and begin learning English on entry to school. They may be enrolled in both urban and rural contexts. Often teachers working in NT schools have had little or no training in teaching in cross cultural contexts, nor in the teaching of students who are learners of English as a second language or dialect.

Most ESL courses present methodologies designed to meet the educational needs of migrant students in metropolitan areas. A new course which aims to develop language professionals with skills and understandings in the teaching of ESL to Indigenous learners is currently being trialed in the Southern Region of the NT. We will examine the content of the course, the way it is being implemented and present some examples of best practice developed by students undertaking it.

## **JOINT PARTNERSHIPS IN THE INDIGENISATION OF TERTIARY CURRICULUM**

Date: Friday, 7th April 2000  
Time: 1:30  
Venue: Garden Room  
Duration: 30 minutes

Kevin Lowe  
Koori Centre University of Sydney

Jan Kociumbas  
History Faculty, University of Sydney

The focus of this paper will be the investigation of the inter-relationships and interactions between Indigenous and non-Indigenous academic staff in the co-development of programs within the tertiary environment. There continues to be a disjuncture between the paucity of Indigenous academic staff and the number of university faculties teaching programs with substantial Indigenous content.

While some of these faculties have shown a preparedness to involve Indigenous presenters/lecturers, seldom has there been an inclination to demonstrate a truly collaborative approach for the joint preparation and delivery of such programs. Courses are still primarily delivered for the needs of non-Indigenous students. Even those programs that purport to challenge race, colonisation, cultural identification and national identity, often do so within the narrow confines of white academia.

The critical question is whether universities can go beyond the 'Aboriginal perspective' to a new social, political, cultural and economic construction which gives voice to the distant reality of shared and parallel histories?

## **THE STUDENT EXPERIENCES STUDY: STUDENT VOICES GUIDING CURRICULUM DEVELOPMENT.**

Date: Friday, 7th April 2000  
Time: 10:45  
Venue: Garden Room  
Duration: 30 minutes

Kristie Daniel DiGregorio

Sally Farrington

Susan Page

Yooroang Garang: School of Indigenous Health Studies, University of Sydney

While the number of Indigenous students in higher education in Australia has doubled in recent years, the gap between their attainment and the attainment of other Australians has remained consistent (National Board of Employment, Education, and Training, cited in Bin-Sallik, et al, 1994). It is essential to elucidate the factors that promote Indigenous students' academic success, not in order to justify the exclusion of Indigenous students from tertiary education, but to refine and develop strategies to improve learning experience for Indigenous students.

Much of the research already conducted into the issues of access, progression and retention of Indigenous students in higher education has been quantitative research aimed at establishing baseline data and statistics. There is a real need to get behind the statistics and explore the unanswered questions about the factors that influence progression and retention of Indigenous higher education students. The research described in this paper is a qualitative study undertaken at Yooroang Garang: School of Indigenous Health Studies at the University of Sydney.

For the past two years a group of researchers from Yooroang Garang has been involved in a study of students' experiences during their studies at the Faculty of Health Sciences. The research has followed the progress of two groups of students during their studies at the Faculty of Health Sciences. One group of students were enrolled in the Diploma of Health Science: Aboriginal Health and Community Development. This program, designed by, for and about Indigenous Australians, is offered in block mode where the academic year consists of blocks of on-campus instruction alternating with periods off-campus.

This qualitative research project has yielded a number of findings related to both the factors which enhance and challenge students' success at university. This paper will present some of these findings from the Student Experiences Study as well as implications for practice in the education of Indigenous students in tertiary institutions.

### References

Bin-Sallik, M.A., Blomeley, N., Flowers, R., & Hughes, P. (1994). Review and Analysis of Literature Relating to Aboriginal and Torres Strait Islander Education. Canberra: Department of Employment, Education, and Training.

## **THE ATTITUDES OF ABORIGINAL CHILDREN TO THEIR SCHOOLING.**

Date: Friday, 7th April 2000  
Time: 1:30  
Venue: Carnac Room  
Duration: 30 minutes

John Godfrey  
Edith Cowan University

Gary Partington  
Edith Cowan University

Mort Harslett  
Geraldton Secondary College

Kaye Richer  
Edith Cowan University

This paper highlights the attitudes of Aboriginal students to their schooling. It is an in-depth analyses of the different attitudes of Aboriginal children to various aspects of schooling on the basis of sex, age, level of schooling (primary or secondary students), type of school (metropolitan or country school) and parental attitudes to schooling.

In particular the paper examines the perceptions of Aboriginal middle school children to the treatment and care they receive at school, to the manner in which the school welcomes them, to school attendance and to school management.

Four hundred and seventy three Aboriginal students from urban and rural areas in Western Australia responded to a questionnaire survey that identified their attitude to number of educational factors and needs. The students surveyed were in Year 6 to Year 10 classes. Their ages ranged from 10 to 17 years. The questionnaire of 73 items consisted primarily of Likert scale items.

While the majority of Aboriginal children enjoy the various aspects of their schooling there appears cause for concern regarding the low expectations and achievements of Aboriginal students when Aboriginal children's attitudes to schooling are analysed according to sex, age, level of schooling and school type. If school environments supportive of Aboriginal children cannot be maintained then the transmission of knowledge, which is the foundation of schooling, will not occur for Aboriginal students.

## **IDENTITY RECLAMATION: RE-EDUCATION AS EMPOWERMENT.**

Date: Friday, 7th April 2000  
Time: 11:45  
Venue: Garden Room  
Duration: 30 minutes

Shane Edwards  
Faculty of Arts and Social sciences, Maori Studies Dept.  
UNITEC Institute of Technology

The search by indigenous people for cultural identity is the central theme underpinning this paper. It draws on the author's masters thesis (Auckland University 1999 and relevant teaching experience). The paper argues that many indigenous people without knowledge of their cultural identity do not lead as full and as meaningful lives as they could should they possess such a knowledge. Evidence from New Zealand with the indigenous people, Maori, form the case study data. The acquisition of this cultural identity is a major life learning process largely downplayed by dominant groups and in the face of globalisation. For many indigenous people this may not be an issue. For most this is the issue. The paper argues further that the inability to be able to fully identify with their culture lowers self-esteem, demoralises and leads to resultant negative behaviours. The author suggests that educational institutions as 'sites of struggle' have a moral obligation to ensure that indigenous knowledge and opportunities to relocate are provided as they were and still are largely responsible for the erosion of this knowledge. The discussion examines key influences by which identity is formed. Theories related to identity formation are discussed in terms of race, ethnicity, culture, class, education, reclamation, resistance and benefits.

## THE KORMILDA SCIENCE PROJECT

Date: Friday, 7th April 2000

Time: 11:15

Venue: Garden Room

Duration: 30 minutes

Theo Read  
Parkdale Secondary College  
Victoria

Daryl Rose  
Gunditjmara Community, Heywood, Victoria.

The Kormilda Science Project is designed to address the needs of secondary science students attempting the core science curriculum at years nine and ten. The Project materials provide students with an Earth science course that conforms to the Victorian CSF and the Australian National Science Profiles. The science content is delivered within the context of contemporary Aboriginal Culture drawn from three different communities - Oenpelli, Arhem land; Kintore, Tanami Desert; Heywood, Western Districts Victoria. The session will aim to familiarise educators with the background and development phases of the Project, and also provide a hands-on look at the materials recently trialed in eight secondary colleges. The session will be co-presented by Daryl Rose, elder from the Gunditjmara Community, Heywood, Victoria.

## **"WATCH THIS SPOT AND WHO'S IN IT": CREATING SPACE FOR INDIGENOUS EDUCATORS**

Date: Thursday, 6th April 2000  
Time: 4:00  
Venue: Rottnest Room  
Duration: 30 minutes

Patricia Maringi Johnston  
Massey University College of Education

Within Aotearoa/New Zealand, a bicultural relationship between Maori and Pakeha (as defined through the 1840 Treaty of Waitangi) has produced a number of initiatives striving to be more inclusive of Maori needs, interests and language within the education system. The education system is thus 'creating space' for Maori to be more proactively involved in decision-making forums, thus signalling potential integration of Maori knowledge and practices in the areas of policy, research and teaching.

This paper examines some of those initiatives drawing from a wealth of information and research by indigenous educators. The paper discusses some of the difficulties associated with 'inclusiveness' in terms of how Maori are being accounted for within frameworks and parameters controlled by the dominant group Pakeha. Furthermore, this paper examines examples of how Maori attempt to negotiate within and around difficult terrain that continues to position them as research subjects, educational under-achievers and additives to policy processes inside/outside of educational contexts.

This paper, in turn, proposes more appropriate measures and practices as indicated by Maori educationalists and argues that creating space for indigenous educators involves far more than simply allocating positions and places to those who identify as indigenous. Creating space includes recognition of world-views and knowledge bases that are distinctly indigenous that also have the potential to contradict and create conflict with dominant world-views.

## **ETHICS MATTERS: SOME QUESTIONS TO ASK ABOUT THE ETHICAL REVIEW PROCESS OF INDIGENOUS RESEARCH IN TERTIARY INSTITUTIONS**

Date: Thursday, 6th April 2000  
Time: 11:45  
Venue: Carnac Room  
Duration: 30 minutes

Jane Melville  
Nulloo Yumbah Place of Indigenous Learning & Research,  
Central Queensland University

Phillip M. Rankine  
Indigenous Studies Co-ordinator  
Central Queensland University

This paper outlines some aspects of a recent research project which seeks to examine how Indigenous research proposals are assessed by ethics review panels in the higher education sector. It investigates the inclusivity of Indigenous issues and involvement of Indigenous education centres in the assessment of Indigenous research proposals.

The stimulus for this project came from a desire to deconstruct practices which have often resulted in the exploitation of Indigenous communities and knowledges, and identify and dissect steps along the way which impact on research processes. One such step identified by the researchers is the process of ethical assessment of research projects in higher education institutions. A small, albeit crucial stage in the determination of whether or not research may proceed, and if approved, how research may proceed. The outcome of decisions made by ethical review panels then hold critical sway in terms of the construction and ownership of knowledge in society.

It appears that the processing of Indigenous research is at a crossroads. A balance between the control of research and researchers on the one hand, and the protection of Indigenous stakeholders on the other, needs to be achieved.

The paper will discuss the aims of the research project, which at a practical level involved investigating the role of the Indigenous unit on campus, in the processing of Indigenous research. The paper will also highlight the rationale for the research, the results, and the implications of some aspects of the results.

## **TEACHING ESL TO INDIGENOUS STUDENTS: CODE SWITCHING IN LANGUAGE, BEHAVIOUR AND THINKING. COMMUNITY INVOLVEMENT AND BEING EXPLICIT WITH STUDENTS.**

Date: Thursday, 6th April 2000  
Time: 11:45  
Venue: Manor Boardroom  
Duration: 30 minutes

Lex Leslie  
Wananami Remote Community School  
Kupungarri Community, Mt Barnett Station

In this paper the development of a language policy for a remote community school is outlined and the subsequent curriculum implementation is presented. In 1995 Wananami Remote Community School conducted a community needs assessment. From this the community moved from a position of being unused to involvement in decisions about language in the school to meaningful dialogue with non-Aboriginal teachers regarding decisions about their children's language development. The school and community developed a shared understanding of the steps needed to be undertaken to cherish and nurture the community's Ngarinyin language.

The introduction of Fostering English Language in the Kimberley is described as the language development model used in a small remote school. This model was adapted to suit the specific needs of the students at this school and it evolved into one that included behavioural and cultural aspects of language.

The development of strategies and policy regarding code switching in language and behaviour is outlined in the paper. Issues and pitfalls will be described including ongoing problems.

These issues will be illustrated with descriptions of intensive language encounters planned by teaching staff and Aboriginal and Islander Education Workers. Also, a monitoring tool to track language development — A Language Stairway — is described. This gives pointers to track language development that is specific to the school and community and is more effective than other tools such as the oral language Student Outcomes.

## COMMUNITY COLLEGE FOR ABORIGINAL EDUCATION

Date: Thursday, 6th April 2000  
Time: 11:45  
Venue: West End Convention Centre  
Duration: 30 minutes

Robert Somerville  
Education Department of Western Australia

Ted Penny  
Principal, Aboriginal Community College, Perth

In September of 1998 the Western Australian Government announced the establishment of the first Kindergarten to Year 12 Aboriginal school for the Perth metropolitan area.

Mr Robert Somerville, a Martu and Mr Ted Penny, a Nyoongar (one of Australia's first qualified Aboriginal teachers) will both speak on the extensive consultation processes and the innovative school design that reflects the very uniqueness of Aboriginal culture and the way Aboriginal children learn.

The College is a first for Australia. Its design reflects enormous consultation with Aboriginal people and teachers and has resulted in innovative teaching areas that for the first time will allow teachers the opportunity to significantly change pedagogy. It also has areas created throughout the school that not only encourages parents to be there but also allows and acknowledges Nyoongar ways of doing things.

The College has been an Aboriginal idea that has been lead by Aboriginal people in its construction and design and is now poised to make a significant contribution to the education of young Western Australians residing in the State's Capital.

The College is currently under construction in Midland and will commence in 2001. Enrolment is expected to be in excess of 800 children.

## **REACHING THE DIGITALLY DISADVANTAGED. AUSTRALIA'S EDUCATIONAL NEGLECT OF INDIGENOUS LEARNERS**

Date: Thursday, 6th April 2000  
Time: 2:30  
Venue: West End Convention Centre  
Duration: 30 minutes

Max Lenoy  
Centre for Indigenous Health: Education and Research,  
Queensland University

This paper explores the history of education for Aboriginal and Torres Strait Islander peoples over the past 10 years, a time when Australia has experienced a digital awakening. Furthermore it attempts to explore the state and federal governments equity strategies for Indigenous peoples in remote and regional Australia. In a country which boasts one of the highest computer and technological penetration rates in the world, we still suffer significantly lower levels of Indigenous access, participation, outcomes and educational success. Will technology be a solution to bridge this educational divide? Should we present a stronger voice demanding increased control or allow governments and commercial industry to establish the parameters as they have done so before?

## **TO GET THE BLACK POINT ACROSS: LINKING TECHNOLOGY TO ABORIGINAL VOICES**

Date: Thursday, 6th April 2000  
Time: 3:00  
Venue: West End Convention Centre  
Duration: 30 minutes

Michael Donovan  
Department of Aboriginal Studies  
University of Newcastle

The conference paper will involve the concept of the use of technology to give greater access of Aboriginal peoples. In doing this they may voice their perspectives to audiences and empower themselves through the use of this electronic media, such as discussion groups, bulletin Manor Boardrooms, e-mail and on-line chat.

Aboriginal voices are still in the minority in the presentation of Aboriginal content in educational forums. That is from Early childhood through to Higher Education, including not just teaching but writing and publishing of content as well. This content has increased markedly over recent years. But these Aboriginal voices are mainly from the Aboriginal community members who have been able to succeed within our educational system and not always Aboriginal community members who can relay first hand experiences to audiences. Through the use of on-line technology some of these limitations can be overcome and allow these voices to be heard. Questions can be answered that are presented from various parts of our community to receive a first hand Aboriginal perspective. The knowledge that is presented is by Aboriginal people and therefore owned by Aboriginal communities. These voices if lead from Aboriginal or non-Aboriginal education professionals could educate wide audiences.

From school students gaining an Aboriginal perspective in any KLA through to HSC students doing Aboriginal Studies to teachers trying to include Aboriginal perspectives into their teaching programs. These teaching aspects could be presented through discussion groups, bulletin Manor Boardrooms, and e-mail lists.

Educational access and educational empowerment of Aboriginal communities can be lead by this technology. As many communities are isolated/remote or members of these communities cannot leave important organisational positions within their own communities. This makes it difficult to gain access to educational facilities in regional centres. Delivery of information by this technology will mean people will be able to gain access to educational facilities, including archives and museums, without leaving their home communities. This knowledge will empower people and provide resources that others take for granted.

## THE GUMALA MIRNUWARNI PROJECT

Date: Friday, 7th April 2000  
Time: 10:45  
Venue: Carnac  
Duration: 30 minutes

Bernie Ryder  
Pilbara District Education Office, EDWA

Numerous factors contribute to the lack of achievement of educational outcomes by Aboriginal students. The purpose of this paper is to show how the players in this project went about addressing these factors to the extent where the students reach the required levels and they are confident and equipped to participate in trainee-ships, apprenticeship and tertiary education.

Some of these factors are:

- Irregular and infrequent school attendance causing progress to be significantly less than their non-indigenous counterparts;
- Low expectation of teachers (This statement is a generalisation and does not apply to all teachers). Indigenous students often underachieve and are ill prepared for Years 11 and 12. As a consequence they drop out of school earlier than most non-indigenous students;
- Language Difficulties. Students may learn an Aboriginal dialect first, Aboriginal English, a mixture of both and finally Standard Australian English. Very little allowance is made (particularly at school level) for variations in language that students bring to school, which has immediate implications regarding literacy. This has a flow on effect for all subjects in the curriculum, including mathematics;
- Problems associated with poverty including lack of resources and the inability to access resources, poor health and nutrition and dysfunctional family life; and
- A general lack of cultural awareness and understanding among many teachers. It is important to note that this point is not a criticism of teachers, but highlight the requirement for cross-cultural training to assist teachers develop effective teaching strategies for indigenous students.

These factors and other significantly contribute to the low levels of educational attainment of indigenous students, particularly those born in this region

## **RURAL & REMOTE INDIGENOUS STUDENTS REFLECTING ON THEIR TEACHING - PRACTICUM EXPERIENCES**

Date: Friday, 7th April 2000  
Time: 11:15  
Venue: Manor Boardroom  
Duration: 30 minutes

Mary Vajda  
University of Notre Dame Australia

Jo-Anne Shiosaki  
University of Notre Dame Australia

This research tells the story of practicum experiences of a small group of indigenous, teacher training students who live in the rural and remote areas of the Kimberley region. The students are from two separate teaching programs, one is a degree course, and the other is a post secondary course for community teachers. As Patterson, Fleet & Duffie (nd) state in the introduction to their book, *Learning from Stories; Early Childhood Experiences*, "Stories are a powerful source of learning. We learn from the experiences of others as we hear their stories and respond to them".

In this study, nine students were interviewed. During their course, each student completed a number of school placements. The students' stories highlighted a number of issues of which the more significant were: staff giving and students receiving feedback about teaching; communication between staff, students and parents; setting appropriate expectations for teaching and learning, students juggling life between family commitments and teaching expectations. In examining these key issues in more detail, it is possible to delineate a number of guidelines for improving the practicum for indigenous student teachers who live in rural and remote areas, supervising teachers and children. This paper will consider these issues and suggest guidelines for improving the quality of learning on supervised field placements.

## **INDIGENOUS EDUCATION IN THE NORTHERN TERRITORY: FROM REVIEW TO IMPLEMENTATION**

Date: Thursday, 6th April 2000  
Time: 4:30  
Venue: Manor Boardroom  
Duration: 30 minutes

Elizabeth Ganter  
Indigenous Education Review Implementation Project,  
NT Department of Education

Tess Lea  
Project Manager,  
Independent Review of Aboriginal Education in the Northern Territory

In 1999, the Northern Territory Department of Education commissioned an independent review of Indigenous education from early childhood to post-compulsory secondary schooling. A small project team conducted the review, which was chaired by the Honourable Bob Collins, former Labor Senator and long-standing Territorian.

The Project Manager for the Review, Ms Tess Lea, opens the presentation with a description of the challenges faced by the review team as it set about ensuring its findings were both rigorous and timely. Ms Elizabeth Ganter continues the story with an outline of the reaction to Learning Lessons: An Independent Review of Indigenous Education in the Northern Territory and brief summary of the remaining challenges and priorities to ensure that rhetoric transforms into action following the review.

The presentation concludes with a description of some of the key strategies necessary to ensure far-reaching benefits for Indigenous students in the Northern Territory.

## ATTITUDES TO ABORIGINAL ENGLISH

Date: Thursday, 6th April 2000  
Time: 2:30  
Venue: Manor Ballroom  
Duration: 30 minutes

Rhonda Oliver  
School of Education  
Edith Cowan University

This paper reports on a recent study investigating the attitudes of speakers of Aboriginal English to their own dialect and to Standard Australian English. The study population included primary and lower secondary school students in the Perth metropolitan area and one region of rural Western Australia. Students were interviewed using a questionnaire designed, with the assistance of an Aboriginal research associate, to enhance the cross-cultural communication of attitudes towards the use of Aboriginal English and the use of Standard Australian English. Aboriginal research assistants conducted data collection. The findings indicate three factors influencing attitudes to language use:

- a) the context of use, for example whether at home, in class or in the school playground,
- b) the students' location, for example, urban students felt less positive than rural students about their language use, and
- c) age, for example, older students felt more negative than younger students.

The students also attributed some negative attitudes to others with regard to their use of both Aboriginal English and Standard Australian English.

## **DEVELOPING CLASSROOM DISCOURSE WITH YOUNG ABORIGINAL LITERACY LEARNERS**

Date: Thursday, 6th April 2000  
Time: 3:00  
Venue: Manor Ballroom  
Duration: 30 minutes

Lee Simpson  
School of Education  
Charles Sturt University

Susan Clancy  
Literacy Education Lecturer,  
School of Education,  
Charles Sturt University

Literacy theorists Freire and Macedo linked literacy success with the ability to 'read the world' before being able to 'read the word'. This ability is critical for young learners to navigate the transitional phase from their home culture into new education based settings. Such transitions are particularly difficult for young Aboriginal learners, who need to adjust to a range of different experiences, demands and expectations relating to their cultural, language and social skills. Research has clearly shown that Aboriginal learners are a group that generally, will not succeed in the area of literacy and who are at greatest risk of not achieving adequate literacy skills to pursue a career of their choice.

Before these learners can become adept with school literacy they need an understanding of how oral language works in the classroom. This paper will use examples from the Narang Guudha (Wiradjuri language meaning little child) Research Project to demonstrate ways in which young Aboriginal learners, when given the time and opportunities to actively explore, discover and engage with classroom language, attempt to do this and in the process become familiar with the expectations of school. It will conclude with a consideration of the implications of this kind of data in the development of classroom discourse that will support such learners.

## **ABORIGINAL STUDENT AND TEACHER RELATIONSHIPS AND POSITIVE EDUCATIONAL OUTCOMES**

Date: Friday, 7th April 2000  
Time: 11:45  
Venue: Manor Boardroom  
Duration: 30 minutes

Lee Simpson  
School of Education  
Charles Sturt University

Dr Geoff Munns  
University of Western Sydney Macarthur, 6th April 2000

Susan Clancy  
School of Education Charles Sturt University

This paper addresses the issue of relationships between Aboriginal students and their teachers. The paper is part of the Baiyai (Wiradjuri language meaning meeting place of two parties) Research Project which considers the Pedagogical Literacy Relationships of young Aboriginal learners. The purpose of this paper is to provide information to community, educators and researchers about how good personal relationships alone are not enough to assist Aboriginal students to become successful in school education. These relationships alone can often be counterproductive and provide Aboriginal students with a false sense of educational achievement and hope.

It is often suggested that educators should develop good relationships with Aboriginal students and their families, have an understanding of Aboriginal culture, history and students' home and family backgrounds, as well as have a sense of humour and be prepared to invest time to interact with Aboriginal students outside of school in order to strengthen relationships. While we would agree with all of the above, and acknowledge that in many instances teachers are doing as suggested above, there has been minimal change to educational outcomes for Aboriginal students.

In our paper we would like to consider that when sound pedagogical relationship are aligned and linked with personal relationships, there can be benefit and productive educational outcomes, which can enhance future opportunities for Aboriginal students.

## **RECONCILIATION OR RHETORIC: THE INDIGENOUS POLICIES OF AUSTRALIAN UNIVERSITIES**

Date: Thursday, 6th April 2000  
Time: 4:00  
Venue: Manor Boardroom  
Duration: 30 minutes

Andrew Gunstone  
Oodgeroo Unit  
Queensland University of Technology

The past two decades have seen many Australian Universities introduce numerous policies and strategies designed to address their historical and contemporary failure to meet the educational needs of Australian Indigenous students. These policies and strategies include: the introduction of Indigenous education centres; the development of alternative entry programs; attempts to facilitate greater Indigenous self-determination within the institutions; and symbolic gestures such as flag raising ceremonies and conferring of honorary doctorates.

This presentation will discuss a number of these above mentioned policies and strategies and analyse their effectiveness in addressing the educational needs of Indigenous students. Are these policies succeeding? Are they being effectively implemented? Is there genuine University support for the policies? Most critically, the presentation will discuss whether the policies, even when individually successful, are contributing towards a genuine, effective reconciliation between Universities and Indigenous people and communities, by ensuring that the Universities are more effectively addressing the educational needs of Indigenous students, or, alternatively, are the policies merely putting a gloss or facade over what is basically the same, eurocentric, educational system that it has been since the policies were implemented.

## **SHAPING LEARNING FOR STUDENTS: AN INNOVATIVE VALUES EDUCATION PROGRAM FOR AT- RISK ABORIGINAL YOUTH**

Date: Wednesday, 5th April 2000  
Time: 2:30  
Venue: Garden Room  
Duration: 30 minutes

Cecilia Netolicky  
Edith Cowan University

Prof B. Harrison  
Edith Cowan University

The paper examines an experimental program attempting to augment at-risk Aboriginal students' anger management and conflict resolution skills, whilst encouraging personal ethical code review and engagement with literacy learning. The program was developed to meet the needs of a small student group with a record of poor attendance, minimal engagement with mainstream curriculum, and frequent involvement in crime. Chronic truants are attending the program consistently, engaging with learning, and demonstrating a significant increase in conflict resolution and anger management skills. The paper is set in both a WA and a larger national context, in order to identify critical issues concerning school student learning, which face educators and Aboriginal & Torres Strait Islander Communities throughout Australia. It proposes an action plan for improving provision and achievement in this field.

## LEARNING TOGETHER WITH TWO-WAY ENGLISH

Date: Thursday, 6th April 2000  
Time: 4:00  
Venue: Manor Ballroom  
Duration: 60 minutes

Ian Malcolm  
School of International and Community Studies,  
Edith Cowan University

Patricia Konigsberg  
Curriculum Support Officer ESD,  
ESL/Aboriginal Education Department of Western Australia.

Glenys Collard  
Aboriginal Education Coordinator  
Fremantle District Education office, EDWA

Rosemary Cahill  
Manager, Deadly Ways to Learn action research project

English, in the experience of most Aboriginal students, is a language that is used differently within the Aboriginal community from that used in the school. Research conducted jointly by Edith Cowan University and the Education Department of Western Australia since 1994, has been based on a principle of Aboriginal and non-Aboriginal educators and researchers "learning together" about the ways in which their forms of English differ. These understandings are being translated into curriculum documents and methodological procedures for "bidialectal" education, in which recognition is given to both kinds of English. "Two-way English" implies that Aboriginal and non-Aboriginal students will both have their existing English competence recognised and built on. For non-Aboriginal students, it provides an introduction to levels of meaning and expressive genres used by Aboriginal people. For Aboriginal learners it provides the opportunity to use their own variety of English, while also being supported in their acquisition of Standard Australian English. This workshop will introduce concepts, methodologies and materials which have been developed for bidialectal education in Western Australia, allowing time for discussion.

## FROM LITTLE THINGS BIG THINGS GROW: ABORIGINAL INFLUENCE ON CURRICULUM CHANGE

Date: Friday, 7th April 2000  
Time: 11:15  
Venue: Rottnest Room  
Duration: 60 minutes

Patricia Konigsberg  
ESD, ESL/Aboriginal Education Department of Western Australia.

Glenys Collard  
Aboriginal Education Coordinator  
Fremantle District Education office, EDWA

This workshop will demonstrate the ways in which Aboriginal people and non-Aboriginal people have collaborated to influence curriculum change in the Western Australian government schools. The focus of this change has been to give voice to Aboriginal people through recognition of Aboriginal English and perspectives in schools. This workshop will include details of action plans developed by district personnel across the state.

## **YARNING AND LEARNING**

Date: Friday, 7th April 2000  
Time: 1:30  
Venue: Rottnest Room  
Duration: 30 minutes

Glenys Collard  
Fremantle District Education office, EDWA

Ian Malcolm  
Professor, School of International and Community Studies,  
Edith Cowan University

English is used differently by Aboriginal and non-Aboriginal people for a range of functions. This presentation will examine some of the ways in which Aboriginal people's use of English contrasts with that of non-Aboriginal people and therefore predisposes its users to different ways of learning. The speakers, one Aboriginal and one non-Aboriginal, will draw on collaborative research carried out in Western Australia. They will illustrate by reference to recorded texts, how Aboriginal English lends itself to certain ways of structuring and conceptualising knowledge.

## **THERE'S MORE TO HEARING THAN SIMPLY USING YOUR EARS PART 1**

Date: Thursday, 6th April 2000  
Time: 2:30  
Venue: Garden Room  
Duration: 60 minutes

Jeannie Herbert  
School of Indigenous Australian Studies  
James Cook University

John Scott  
James Cook University

In this paper, the presenters will explore the ways in which schools provide for the acquisition of language and development of literacy skills in relation to the use of Standard Australian English (SAE) for Indigenous students. A critical aspect of the presentation will be an examination of the spheres of influence which operate within both the school and the community as the presenters, through their work across all levels of the education system, consider that this issue has tended to distract teachers from their real responsibility —the education of Indigenous students.

The purpose of this paper will be to empower educators through addressing those issues which, from an Indigenous Australian perspective, could be argued to have important implications for Aboriginal and Torres Strait Islander students. As an integral part of the empowerment process, the presenters will highlight the school's spheres of influence in order to assist teachers wishing to focus on those aspects of "education for Indigenous students" where they might make the greatest difference.

The paper will include references to the NATSIEP; MCEETYA priorities; Educational recommendations of the RCIADIC; Bringing Them Home Report; The Keeping Our Kids at School Report; and the Report of the UN Working Group on Indigenous Populations (1998) — theme — education.

The presenters will advocate a rights-based approach that recognises Indigenous education rights as defined by Indigenous Australians.

## **CAN NON-INDIGENOUS TEACHERS SUCCEED IN TEACHING INDIGENOUS STUDENTS?**

Date: Thursday, 6th April 2000  
Time: 2:30  
Venue: Carnac Room  
Duration: 30 minutes

Gary Partington  
Kurongkurl Katitjin,  
Edith Cowan University

John Godfrey  
Edith Cowan University

Mort Harslett  
Principal, Geraldton Secondary College,

Kaye Richer  
Edith Cowan University

The evidence of failure by schools to teach Indigenous students litters the statistics of Indigenous student performance over the years. Retention, literacy, achievement and behaviour outcomes are an indictment of a failing system. Across Australia, a much smaller proportion of Indigenous students complete secondary school compared with non-Indigenous students. Although many reasons can be advanced for this state of affairs, principal responsibility must rest with education systems to appropriately resource the schooling of Indigenous students to bring about success. For too long, students, their families and lifestyle have been blamed for the existing state of affairs.

This paper studies the potential for schools to respond more appropriately to the students' needs. Research conducted with the Education Department of Western Australia using a commonwealth collaborative grant has provided evidence of distinctive characteristics of effective Indigenous schools and teachers. These characteristics are outlined in the paper.

## **EMERGENT LITERACY PROGRAM FOR USE WITH ABORIGINAL FAMILIES AND THEIR 3 TO 7 YEAR OLD CHILDREN.**

Date: Wednesday, 5th April 2000  
Time: 3:00  
Venue: Manor Ballroom  
Duration: 30 minutes

Alison Ramm  
Cranbrook Primary School

Judy Lill  
Curriculum Improvement Officer, Pilbara District Education Office

Research suggests that successful early language acquisition lays the essential groundwork for effective literacy and learning at school. It follows that hearing loss at any time in early childhood can have significant implications for learning. Australian studies have shown that up to 80% of Indigenous children in any classroom may be experiencing Otitis Media on any given day. In the Albany and Pilbara education districts, a program called "Sound Start" was developed and used with Aboriginal families to enhance early literacy. "Sound Start" is a practical program based on making familiar the concepts of letter, sound, word and print as preparation for the acquisition of reading behaviours. The program was developed to raise awareness among Aboriginal parents of emergent literacy theory and Otitis Media. Language activities suitable for use at home in the daily context of activities and events were developed with Aboriginal parents and care-givers. These were designed to introduce young children to some of the important conceptual tools of literacy and for enhancing school readiness. The paper describes how this early language program was designed and implemented. We provide an opportunity to explore the materials while looking closely at the process of using partnerships with the Aboriginal community and other agencies.

# **A STUDY OF THE EDUCATIONAL EXPERIENCES OF TWENTY ABORIGINAL PEOPLE WHO WERE BORN AND EDUCATED IN WESTERN AUSTRALIA.**

Date: Thursday, 6th April 2000  
Time: 11:15  
Venue: Rottnest Room  
Duration: 30 minutes

Ray Hart  
Centre for Indigenous History and the Arts  
University of Western Australia

Research by the Western Australian Aboriginal Education Consultative Group in 1987 found that "a hidden agenda exists in schools, as they are presently constituted, and that Aboriginal education is not an item on this agenda." This Group called for more research into issues affecting Aboriginal education provided that Aboriginal people conduct such research. Consequently, an Indigenous researcher has based this paper on a study of the educational experiences of twenty Indigenous people who were born and educated in Western Australia. The Oral History approach was used and focussed on how formal schooling affected their attitudes and perceptions towards education.

The main finding was that the vast majority of interviewees were discriminated against during their formal education. It was found also that despite improvements in education policy, discrimination continues today albeit in more subtle forms. The extent of such discrimination by teachers was not found documented elsewhere. As a consequence of their schooling experiences, interviewees' attitudes towards teachers and educational institutions were very negative to the extent that most avoided further contact with mainstream educational institutions. Central in forming these attitudes were interviewees' experiences of poor teacher/student relationships. This appears to be largely due to the legacy of oppression and discrimination as a result of the processes of colonisation.

## **THE PLACE OF INDIGENOUS PEDAGOGY IN EDUCATION FOR RECONCILIATION**

Date: Friday, 7th April 2000  
Time: 2:30  
Venue: Carnac Room  
Duration: 30 minutes

Ray Nichol  
School of Arts and Education,  
La Trobe University

This paper examines the crucial contemporary issue of reconciliation between Indigenous and other Australians in reference to some of the roles educators, particularly social educators, can play in that process. For reconciliation appropriate education is vital. People can learn better together if they know and appreciate something of the others' pedagogical background. To feel comfortable and confident when learning is crucial to educational outcomes. Adoption of the recommendations in this paper will lead to more positive outcomes and to far less alienation from school and society.

The characteristics of Indigenous learners are examined and some pedagogical strategies to assist in both students' learning and teachers' delivery are explored. To ignore key social and environmental aspects of learning, as too often occurs, is seen as being particularly damaging for Indigenous students at all levels.

The message conveyed in the paper has particular relevance for teachers of Studies of Society and Environment (SOSE), and for related subjects such as anthropology, sociology, history, geography and economics. However, its relevance for the wider curriculum is also clear. It is also of considerable value in teaching SOSE and other subjects to non-Indigenous students.

## **AN INNOVATIVE MODEL OF INDIGENOUS MULTIMEDIA EDUCATION - WITH REAL JOB OUTCOMES**

Date: Thursday, 6th April 2000  
Time: 2:30  
Venue: Rottnest Room  
Duration: 60 minutes

Aubrey Schwarz  
"Future Skills : Deadly Skills" :  
Work Experience for Young Indigenous Australians  
Leederville Project:  
Central Metropolitan College of TAFE

The Future Skills Project is unique because it:-

- is locally-driven
- is totally conducted by Indigenous Consultation and/or delivery
- incorporates industry-specific Work Experience
- has genuine on-going job outcomes
- articulates to other vocational courses
- all modules are fully accredited from the Certificate II in Arts  
(Interactive Multimedia)
- is being nationally co-ordinated, monitored and evaluated
- caters for trainees who desire a career in Web Design and Internet
- Exploration through to creative Visual and Performing Arts and the Music
- Industry
- has concurrently a Community Development focus - trainees will be
- encouraged and skilled-up to pass on their newly-acquired skills to others
- in their local community
- includes Work Experience opportunities for Indigenous not-for-profit
- Community Organisations who need a web-site designed or other multimedia
- product.

Indigenous young people from the local project actually demonstrating the model of learning taking place, possibly with an on-line link-up to other remote delivery points like Warburton, WA.

## **ISSUES IN ABORIGINAL EDUCATION & TRAINING: NATSIS SURVEY ANALYSIS AND DISCUSSION**

Date: Friday, 7th April 2000  
Time: 2:30  
Venue: Garden Room  
Duration: 30 minutes

Vijaya Gururajan  
Kurongkurl Katitjin,  
Edith Cowan University

The Survey results released by the National Aboriginal & Torres Strait Islander Survey (NATSIS) provide a wealth of information about a number of issues concerned with Australian Aborigines. One such issue among the gamut is Education & Training of Aborigines. The results indicate that there is a steady progress attained over the past few years in the area of Education & Training. However the survey results do not indicate the nature of trends or provide reasons, if any, for any development achieved.

This exploratory paper investigates the available statistics, policies, procedures and other development in the area of Aboriginal Education & Training in Australia. The available statistics from a number of governmental sources between the year 1994 – 1999 is covered in this paper. This coverage is to provide the trends in this area along with a number of possible solutions and strategies developed to address the issues observed.

The various factors that attributes to this positive trend are being explored so as to get an understanding and to pursue in those that seem to have greater impact than others. The discussion will probe into possibilities of enhancing these factors for the betterment of Education & Training for Aborigines.

## **EXTERNAL STUDIES IN A REMOTE REGION**

Date: Thursday, 6th April 2000  
Time: 4:30  
Venue: Rottneest Room  
Duration: 30 minutes

Eileen Roe  
Edith Cowan University,  
Broome campus

External Studies is a "Godsend" for people living away from the city, especially Aboriginal people. For many of these Aboriginal people living in remote areas there is no other way to gain qualifications in a specific area of study of their choice other than through the external mode.

This paper investigates the process of Edith Cowan University and the National Aboriginal Education Committee (NAEC) in the setting up of the regional centre in Broome, Western Australia and the advantages and disadvantages experienced by Aboriginal students.

## **NEITHER PLEASURABLE NOR REWARDING. WESTERN AUSTRALIAN GOVERNMENTS AND THE FAILURE OF ABORIGINAL EDUCATION POLICY.**

Date: Friday, 7th April 2000  
Time: 11:15  
Venue: Carnac Room  
Duration: 30 minutes

Quentin Beresford  
Edith Cowan University

Since the early 1980s, education for Aboriginal students has attracted consistent criticism for achieving poor outcomes. These have been identified as: substantially lower rates of participation throughout the years of schooling; lower rates of achievement; high rates of truancy and lower rates of retention into year 12. This paper develops a holistic view of the causes of this educational failure. It combines an examination of the ongoing impact of past government policies including segregation and forced removal of children with the limited government responses to contemporary issues of structural disadvantage and racism. Thus, the paper argues that government policy has played a major role in creating and sustaining the educational crisis for Aboriginal people in the State.

## **COLLEEN'S STORY: A NARRATIVE PORTRAYAL OF A NYUNGAH WOMAN'S STRUGGLE TO COMBAT SOCIAL FACTORS CONTRIBUTING TO HER CHILDREN'S ALIENATION FROM SCHOOL.**

Date: Friday, 7th April 2000  
Time: 1:30  
Venue: Manor Boardroom  
Duration: 60 minutes

Jan Gray  
Edith Cowan University

The culture of a household becomes a determining factor for the continuing education of a child. However, cultural values often lead not only to unnecessary institutional interventions, but also to inappropriate reactions to indigenous children's behaviour through misinterpretation of their home situation. This is particularly evident when households fit the broad definition of deprivation implying cultures of poverty, dependency and unemployment. For many indigenous mothers, the struggle to negotiate peer pressure, coping with difference, and their own limited educational background in order to encourage their adolescent children's continued education is continuous and often counter-productive.

Colleen is a Nyungah woman who has taken a proactive role in promoting the education of her people. Her story illustrates the complexity of the problem of establishing any continuous education for the indigenous population in Western Australia. She gives a very personal and open account of issues faced by many Aboriginal mothers whose children become chronic truants and spend time in detention. The presentation format for this session will allow a 'reading' of Colleen's story, followed by an interactive workshop to share stories surrounding the issues raised and work towards some practical, collaborative strategies for both intervention and networks of support.

# **THE IMPACT OF NON-ATTENDANCE POLICY ON THE SOCIAL EXCLUSION OF COMPULSORY-AGED STUDENTS: AN ILLUSTRATION OF THE DISPROPORTIONATE NUMBER OF ABORIGINAL STUDENTS REPRESENTED IN TRUANCY AND SUSPENSION DATA WITHIN AN EDUCATIONAL DISTRICT.**

Date: Wednesday, 5th April 2000  
Time: 3:00  
Venue: Manor Boardroom  
Duration: 30 minutes

Jan Gray  
Edith Cowan University

Current legislative and regulatory frameworks associated with non-attendance are based on notions of deterrence, which are fundamental to our Western culture. Such frameworks have a marginalising impact on minority groups, particularly when used as justification for punitive aspects of behaviour management policies without due consideration of cultural issues surrounding 'different' behaviour. Without addressing the need for a heightened public (and particularly school community) awareness of the complexity of issues surrounding continued education of Aboriginal youth, it is difficult to conceive any intervention in the seemingly inevitable path to educational and social exclusion of this minority group.

This paper outlines non-attendance policies and practices which could be described as perpetuating a form of social exclusion in Western Australia. Truancy and suspension data across 30,000 compulsory-aged students illustrate patterns of non-attendance and 'exclusion' in terms of gender and ethnicity, highlighting the disproportionate number of Aboriginal students affected by these policies.

## **A COMPARATIVE VIEW OF THE SELF-CONCEPTS OF URBAN ABORIGINAL SCHOOL CHILDREN IN TWO LEARNING CONTEXTS: CLASSROOM AND SPORTS FIELD.**

Date: Friday, 7th April 2000  
Time: 10:45  
Venue: West End Convention Centre  
Duration: 30 Minutes

Cheryl Kickett-Tucker  
Edith Cowan University

Anne Pedersen  
Murdoch University

Individuals possess multiple self-concepts that are dependent on context, time and place (Hattie, 1992). This paper will provide a comparison of the self-concepts of urban Aboriginal children in two different learning contexts, ie. classroom and the sports field. Findings are drawn from two separate studies (qualitative and quantitative) that were conducted in government primary schools in different locations in Perth, Western Australia. Results from both studies showed that Aboriginal children's self-concepts were generally positive in both contexts. However, they possessed more positive and valued self-concepts for the school sport domain when compared to the academic domain. Reasons for this difference will be discussed and practicalities will be presented for class teachers.

## ASSESSMENT TECHNIQUES FOR INDIGENOUS LEARNERS

Date: Friday, 7th April 2000  
Time: 2:00  
Venue: Garden Room  
Duration: 30 minutes

Maria Northcote  
Kurongkurl Katitjin,  
Edith Cowan University

Amanda Kendle  
Instructional Designer, Resources Development,  
Edith Cowan University

The ways in which students are assessed can influence learning outcomes, course completion rates and student attitudes to learning. Designing effective assessment techniques can enhance student learning whereas the adoption of inappropriate assessment can lead to reduced learning outcomes and negative student attitudes. As we work at Kurongkurl Katitjin to develop external (print) and on-line courses, the way we assess student learning becomes an important factor in the overall success of our courses.

This paper considers the various techniques used to assess Indigenous students studying bridging and degree courses in external and on-line mode at Kurongkurl Katitjin, School of Indigenous Australian Studies at Edith Cowan University. The profile of the typical remote Indigenous student is considered in light of the new technologies. Assessment techniques are explored with pedagogical issues in mind, primarily those associated with situated learning and general constructivist principles as appropriate to Indigenous learners. From this study, a set of criteria has been proposed to assist those involved in choosing assessment techniques for external on-line curriculum development.

## **ABORIGINAL YOUTH IN THE FREMANTLE DISTRICT**

Date: Friday, 7th April 2000  
Time: 3:00  
Venue: Garden Room  
Duration: 30 minutes

Barry Warburton  
Marnie Davis  
Ricky Jetta  
Yonga Aboriginal Student Support Unit, Perth

Yonga Aboriginal Student Support Unit is a Retention and Participation program operating out of the Fremantle Education District that implements off-campus student withdrawal. Its initial purpose was to deal exclusively with chronic Aboriginal truants in the secondary sector: schools refer such students to the off-campus site and engage in collaborative action planning with Yonga staff that enable the concerned individual to make specific behavioural and academic changes with the goal to eventually transition back to mainstream classes. Since Yonga does not view the responsibility for change as resting solely with the individual, it has also expanded this unilateral approach to intervention to include school support and professional development for key personnel.

Aspects of this ideal 'picture', however, are far from the reality and the Yonga staff continually struggle to define the role and purpose of the program. Despite mandates to improve literacy and numeracy outcomes, delivering curriculum based educational packages at the off-campus site remains an intensive and challenging task simply because the majority of young people being referred to the campus are not arriving from the prescribed secondary sector, but rather, are Juvenile Justice clients who have either been detained in institutions or otherwise have to satisfy court orders in the form of basic education provision. These issues are further compounded by the increasing number of students who appear via 'word of mouth' directly from the local Aboriginal community. Members of these respective sub-groups have not only experienced large periods of time out of the school system (up to five years) but also have firmly entrenched lifestyles and patterns of behaviour different to those required for survival in a classroom environment. The off-campus program therefore becomes a site with the potential for a high propensity for interpersonal violence and conflict.

Despite the discrepancy between the official E.D.W.A. documentation and the daily realities encountered at the off-campus site, the Yonga program has nevertheless been successful in retaining and engaging marginalised Aboriginal youth. In their presentation, Yonga staff will be discussing these issues, along with other ways they cooperate with their students and the local Aboriginal community to facilitate a working both ways approach to education.

## **THE DEVELOPMENT OF SCHOOL GOVERNANCE BY THE LOCAL COMMUNITY IN A REMOTE REGION**

Date: Thursday, 6th April 2000  
Time: 10:45  
Venue: Manor Boardroom  
Duration: 30 minutes

Jim Heslop  
Noranda Primary School

The main aim of my research was to investigate the interest of Aboriginal parents living in the Warakurna community in the Ngaanyatjarra Lands (Western Australia) to enter into a partnership with the non-Aboriginal-dominated school that would allow local aspirations and values to be expressed in school processes. I wanted to look at the extent to which Aboriginal people desired to take up positions of significant decision-making authority within the school. A Reference Group of significant Aboriginal men was established by the community to assist me in this study, which was undertaken between March 1992 and December 1994.

The findings of my research were, first, interest in governing the school quickly achieved reality through the activity of the Parents' Council. The work of the council then spread from the school to influence other sections of community activity. The council also took on the role of advocating parent involvement in schools in other Lands' communities. Second, the process of parent involvement came at a considerable cost. Significant conflict arose between various sections of the community at Warakurna, the health of individuals suffered, and some of the myths upon which Aboriginal and non-Aboriginal behaviour was premised was exposed.

Once they were given the opportunity, the Aboriginal people showed a desire to be more fully involved in decision-making roles within the community. While achievements in particular fields of responsibility were often strongly resisted by non-Aboriginal stakeholders, at the conclusion of the study, clear progress had been made and was positively received by the Aboriginal people at Warakurna.

## **RISK TAKING: GIVING ESL LEARNERS AN EDGE**

Date: Friday, 7th April 2000  
Time: 10:45  
Venue: Rottneest Room  
Duration: 30 minutes

Dale Morgan  
ESL Teacher Development Project,  
Schools South, NT

Ruth Gledhill  
ESL for Indigenous Language Speaking Students Project Coordinator, Alice Springs  
Regions, NT

The notion of risk as being integral to successful learning is widely accepted amongst classroom practitioners, especially those involved in teaching English to speakers of other languages. However it presents a paradox both in terms of the nature of risk and the conditions under which risks are taken.

Little has been written about risk taking. Popular definitions do not adequately describe what we mean by risk in the classroom situation. As educators we accept our implicit understandings but seldom delve into just what is involved in the process of risk taking and how it can be fostered in our students. Implicit understandings are bound by culture and when working in cross-cultural situations it is imperative that we make our expectations explicit both to ourselves and our students, whose expectations of school and learning may be quite different. This workshop aims to encourage teachers of Indigenous students to examine some of their implicit beliefs and hence become more sensitive to the needs of their students.

In this workshop we will look at just what it means for ESL students to take risks in the classroom, and what steps teachers can take to reduce the element of fear that confronts and constrains their students. Participants will be given opportunities to share practices they have found to be successful in teaching the macro skills of English and to analyse these in terms of the "risk factor". We will also examine some of the underlying principles and strategies of the First Steps program in relation to the needs of Indigenous ESL learners.

## **VET FOR ABORIGINAL STUDENTS: HOW EFFECTIVE IS IT ?**

Thursday, 6th April 2000

Date: Friday, 7th April 2000

Time: 2:00

Venue: Carnac Room

Duration: 30 minutes

Harry Graham

Steve Florisson

Wongutha CAPS

Wongutha CAPS is a non-government, Vocational Manor Boardrooming School for year 11 and 12 Aboriginal students situated on a farm near Esperance W.A. Fifty students come from all over Western Australia to participate in the academic program. Instructors are a mix of teachers and trade instructors and there is strong Aboriginal representation on the staff. The school has been validated for RTO status and offers a mix of Western Australian Curriculum Council courses and AQF training packages in a range of areas such as agriculture, automotive, engineering, building and plant operation. Work experience, Structured Workplace Learning, and career training form an important part of the program. The school employs a "Transition to Work" mentor who assists the students as they make choices at the school, and after they leave for further training and employment.

A two-stage research project was concluded in 1999 and the first part of the research was a qualitative survey of data from 100 past students, specifically looking at post school experiences. The second stage of research is a phenomenological study of school and post-school experiences of past students. The research provides insights into the effectiveness of VET for Aboriginal students, and highlights some of the issues.

# **THE IMPORTANCE OF ATAS TUITION IN HIGHER EDUCATION: STUDENT AND TUTOR PERCEPTIONS ON THE RELATIONSHIP BETWEEN QUALITY TUITION AND SUCCESS.**

Date: Wednesday, 5th April 2000  
Time: 3:00  
Venue: Garden Room  
Duration: 30 minutes

Graeme Gower  
Kurongkurl Katitjin  
Edith Cowan University

ATAS has been identified as one of the major support programs which have been introduced by universities to increase success and retention rates among Aboriginal students.

This paper presents the findings of a study involving 14 Aboriginal & Islander Education Officers (AIEO's) and Aboriginal Teacher Assistants (ATA's) who were enrolled externally in the Bachelor of Arts (Education) primary course at Edith Cowan University. From this group of students, three student samples were identified: those who had completed the BA (Education) course, those who had deferred/withdrawn from the course and those who were still continuing in the course. The study also involved six tutors who were randomly chosen from the three sample groups of students.

This paper will identify the perceived qualities of good tuition as outlined by students and tutors.

## **IT AND US: SOME THOUGHTS ON ABORIGINAL PEOPLES AND TORRES STRAIT ISLANDERS, INFORMATION TECHNOLOGIES AND EDUCATION.**

Date: Thursday, 6th April 2000  
Time: 11:15  
Venue: West End Convention Centre  
Duration: 30 minutes

John Page  
Kurongkurl Katitjin  
Edith Cowan University

Over the last few years there has been considerable hype regarding the benefits which information technologies can bring to our lives. But what benefits does IT offer to Indigenous communities? Will communications technologies address the health, housing, social and economic factors which impact so greatly on our living standards? And what inherent dangers do we face if we choose to embrace IT?

This paper investigates some of the key areas where information technologies can specifically benefit Indigenous Australians. Using stories from the author's own experience, it looks at the key role that education has to play in this process. The paper discusses the enormous opportunity that these technologies offer us as Indigenous peoples and emphasises the urgency with which we should all be addressing these issues.

## **THE PHD AND INDIGENOUS KNOWLEDGE: ACCREDITATION OR HEGEMONY?**

Date: Thursday, 6th April 2000  
Time: 3:00  
Venue: Carnac Room  
Duration: 30 minutes

Simon Forrest  
Geraldton Aboriginal Education Centre  
Education Department of WA

Sue McGinty  
School of Indigenous Australian Studies and School of Public Health and Tropical  
Medicine

This paper will be in the form of a dialogue between Mr Simon Forrest, a PhD student, and Dr Sue McGinty, his supervisor. It will go something like this:

Simon: Other Indigenous colleagues and I have had this discussion many times, that of Indigenous knowledge having to be legitimised and validated by a western process of knowledge legitimisation, to be accepted as 'knowledge' in an academic sense. All of the validation and legitimisation is carried out by non-Indigenous people. Talk about being oppressed!

Sue: The issues you raise are at the heart of your study and need to be resolved, or addressed, before you can legitimately go on with your studies. My role as your supervisor is to show you and assist you in understanding the western paradigm of research. What you then do with that is where I think the critical moment lies.

Simon: There are a couple of issues here one is about non-Indigenous people researching Indigenous people and consequently gaining some Indigenous knowledge. The second is Indigenous people ourselves carrying out research and following this western knowledge validation and legitimising process. Are we merely taking the place of non-Indigenous researchers? From here the dialogue will explore the notions of hegemony in relation to the academic accreditation process. How do Indigenous and non-Indigenous PhD candidates legitimately conduct research dealing with Indigenous knowledges? What is the role of the academy in defining 'knowledge'? Whose knowledge is legitimate and what responsibility do students and supervisors have in relation to intellectual property?

## NGAANGATJARRA KIDS MAKING THEIR MARK

Date: Friday, 7th April 2000  
Time: 3:00  
Venue: Manor Ballroom  
Duration: 30 minutes

Diana Buchanan  
Alice Holland  
Dick Ward  
Donny Robertson / Doreen Green  
Warburton Remote Community School

At the workshop we want to share ideas about what is really happening out here, 1000km from anywhere: Are we really isolated? How these Desert Kids are making their way into the 21st Century.

We will report on learning strategies employed at the school: from fun stuff to promote learning to the serious stuff of life skills experiences. What brings kids to school, what keeps them away?

Also, we will focus on the strategies, enthusiasm and experiences of teachers: Did we expect this much of a challenge when we applied for "Remote"?

The balancing act: Working with the community and working within the Education Department structure. How we adapt the curriculum to make it relevant and still within those boundaries.

In Neville Green taught at the school and reported his experiences in Desert School (1983). What has changed since then?

## **IMPLEMENTATION OF THE NATIONAL INDIGENOUS ENGLISH LITERACY AND NUMERACY STRATEGY**

Date: Friday, 7th April 2000  
Time: 1:30  
Venue: Manor Ballroom  
Duration: 60 minutes

Geoff Bowley  
Dept of Education, Training & Youth Affairs

This paper provides an overview of the National Indigenous English Literacy and Numeracy Strategy launched at the end of March, and the proposed arrangements for its implementation.

During 1999, as part of its commitment to the MCEETYA decisions, the Commonwealth undertook the development of the National Indigenous English Literacy and Numeracy Strategy. In developing the Strategy, the Commonwealth was informed by advice provided by the MCEETYA Taskforce on Indigenous Education established by Council at its April 1999 meeting. The objective of the National Indigenous English Literacy and Numeracy Strategy is to achieve English literacy and numeracy outcomes for Indigenous students at the same levels as for other Australians.

The National Indigenous English Literacy and Numeracy Strategy is based on the development of a set of initiatives that includes the key features of successful projects. Fundamental to the success of the Strategy is the building of partnerships for change. The Strategy brings key people and organisations together with education providers to drive the development and successful implementation of initiatives that will achieve improved educational outcomes.

It is proposed that implementation of the Strategy will be achieved through bilateral negotiations between the Commonwealth and then implemented through the development of individual State/Territory plans. Initiatives will be developed jointly by the Commonwealth and each State/Territory System to address each of the key elements of the Strategy. The initiatives will primarily be targeted at particular localities where Indigenous education outcomes are low.

Details of the Strategy will be outlined in the presentation.

## **ABORIGINAL STUDENTS AT UNIVERSITY: FACTORS AFFECTING SUCCESS**

Date: Wednesday, 5th April 2000  
Time: 4:00  
Venue: Garden Room  
Duration: 30 minutes

Jane Tittums  
Edith Cowan University

In this paper I will explore best practice and innovative ideas for supporting Indigenous tertiary students to continue with their studies. The paper will outline the issues and effects, such as how education might affect personal and family life, what factors prevent students from studying or delays them from graduating. These factors include University infrastructure, lecturing styles, cultural understanding and sensitivity, racism and students' practical knowledge of university life, and ability and aspiration to succeed at university, particularly if the student has not experienced university life before.

## **CONDUCTIVE HEARING LOSS AND ABORIGINAL CHILDREN**

Date: Thursday, 6th April 2000  
Time: 11:45  
Venue: Garden Room  
Duration: 30 minutes

Ann Jacobs  
Excel Rehabilitation, Shenton Park WA

Anna Sinclair  
Aboriginal Independent Community Schools

This interactive workshop will be conducted in two parts. Part One will examine the etiology, symptoms and effects of Chronic Middle Ear Disease on the developing child.

Part Two will look at the effect Chronic Middle Ear Disease has on the Indigenous child at school. We will discuss current research and theory on how to manage the problem. We will propose best practice procedures. The workshop will offer evaluation on programs already available through the WA Education Department. We hope participants will be stimulated to propose management plans for their own areas.

## **TRACKING NEWLY GRADUATED TEACHERS OF ABORIGINAL CHILDREN**

Date: Friday, 7th April 2000  
Time: 1:30  
Venue: West End Convention Centre  
Duration: 30 minutes

Sandra Wooltorton  
Edith Cowan University, South West Campus

Barry Down  
Associate Dean,  
Edith Cowan University,

The small size of Edith Cowan University, South West Campus (Bunbury) provides an outstanding context for developing innovative and relevant teacher education programs. Staff and students know each other well, and opportunities abound for creativity in meeting students' individual needs. In December 1999, the first cohort of students completed the new four-year teacher education undergraduate degree. In the opinion of the education staff, the graduates are very well prepared for general teaching, and as socially critical reflective practitioners.

Specifically, what we need to know, is, how well prepared are they for teaching Aboriginal students, particularly in remote areas? They know the theory, but what about the practice? This presentation is a preliminary report on a research project that is tracking the progress of 1999 graduate teachers who are working with Aboriginal children. We aim to create a verbal picture that shows how, in the lived contexts of their work, our graduates are managing themselves and facilitating learning programs for their children. Through this description, we will discuss a range of responses emerging from their stories and the ramifications for our own practice.

## **IS RECONCILIATION JUST ANOTHER GAMMIN TEACHING STRATEGY?**

**What, why and how are the future teachers of Australian schools going to design and teach about reconciliation and Aboriginal issues.**

Date: Friday, 7th April 2000  
Time: 2:00  
Venue: Rottnest Room  
Duration: 30 minutes

Anthony McKnight  
The Koori Centre, University of Sydney

A number of future teachers across Australia are developing units of work called reconciliation with a view to educate students about Aboriginal Australia. What is the purpose of these units? Are they designed to help solve the great dividing gap of ignorance that non-Aboriginal people(s) have of Aboriginal people(s). Or the continuance of the same stumbling hegemonic educational processes that exist in many of Australia's schools? The purpose of this session is to explore and discuss the theme of reconciliation as another teaching unit to educate Aboriginal and non-Aboriginal students regarding Aboriginal issues. The session will mainly focus on:

- A brief discussion of my view on reconciliation and its role in schools . In addition is it possible to exclude reconciliation from the colonisers ever present assimilation policy that has arguably just been disguised through terminology and continual rhetoric?
- The session will also discuss experiences of teaching university students who will become the future translators of our history, our present situations and OUR goals of self-determination, with particular emphasis in examining the long-standing question of cultural interpretation, how future teachers interpret and/or what lens they use to translate their new obtained knowledge into a reconciliation unit.

## **BARRAMUNDI: SCHOOL AND COMMUNITY WORKING TOGETHER.**

Date: Wednesday, 5th April 2000  
Time: 4:00  
Venue: Rottnest Room  
Duration: 30 Minutes

Rosie Sandover  
Barramundi School, WA

Les Mack  
Edith Cowan University

It's not only going to school; it's where they go. They feel real comfortable here. They have to learn to read and write. Some of them haven't been to school for along time.

This statement by a Mirima Council member reflects the Traditional Owners of Kununurra understanding that access to educational resources for marginalised and disaffected Indigenous adolescents requires education providers to look beyond conventional schooling options. Although in an early stage of its development, the Barramundi School in Kununurra has demonstrated that this is possible. It has the potential to offer an exemplary model for towns in regional Australia seeking to develop appropriate education and training alternatives for Indigenous youth for whom mainstream education options are not appropriate. Through this initiative, the students have gained access to resources and services in Kununurra that they otherwise would not enjoy. The high attendance rate, improved academic outcomes and the reduced level of juvenile offences committed by the students indicate the success of the School. This achievement is the result of a combination of factors, including the efforts of a coalition of community and government organisations, the flexible and sensitive delivery of programs by the school staff, in consultation with the community and the strong community support for the school. The Barramundi School has significant strategic implications for systemic education and training providers which continue to struggle to meet the needs of marginalised Indigenous youth.

## **COUNSELLING FOR CANADIAN INDIGENOUS PEOPLE: PROBLEMS AND SOLUTIONS**

Date: Thursday, 6th April 2000  
Time: 10:45  
Venue: Manor Ballroom  
Duration: 90 min

Vance Peavy  
University of Victoria, Canada

This workshop is a mixture of discussion and practical activities. I will briefly review research on the reasons why First Nation's youth do or do not benefit from counselling offered by schools and community agencies. I will present a profile of the type of counselling and the services requested by First Nation's youth, and their parents. I will point out some of the differences between counselling for majority culture helpseekers and minority or Indigenous culture helpseekers. I will then guide workshop participants in a few counselling procedures that are typically useful with First Nation's students. Time will be provided for participant discussion and sharing of experience in counselling, as well as discussion of possible ways to improve counselling for indigenous youth.

## **EDUCATION AFTER DISPOSSESSION – THE LESSONS AND CHALLENGES OF RECONCILIATION.**

Date: Thursday, 6th April 2000  
Time: 4:30  
Venue: Garden Room  
Duration: 30 Minutes

Tim Muirhead  
Fred Collard  
Australians for Reconciliation WA

The history of Dispossession clearly has a profound impact on Indigenous people today. It is not possible to consider educational strategies (or health, or housing, or justice for that matter) without understanding the nature and extent of this impact, and actively working to heal the wounds.

Tim Muirhead and Fred Collard will

- illustrate the effect of history on people today
- offer a simple (but by no means easy!), four step strategy for healing from the impact of that history
- lead a discussion in the role that educators can play in the healing, reparation and re-empowerment.

Tim Muirhead and Fred Collard are coordinators of Australians for Reconciliation.

## **LEARNING TOGETHER: USING TECHNOLOGY AND AUTHENTIC LEARNING EXPERIENCES TO ENHANCE THE LEARNING OF DISTANCE EDUCATION STUDENTS**

Date: Friday, 7th April 2000  
Time: 2:30  
Venue: West End Convention Centre  
Duration: 30 minutes

Jeremy Pagram  
Tony Fetherston  
Edith Cowan University

Elaine Rabbitt  
Edith Cowan University,  
Broome Regional Centre

The learning styles of external students in remote areas differ from the pedagogy surrounding the modes of study offered by mainstream universities throughout Australia. For many students there are no alternatives for study other than the external mode, due to isolation, ties to the family, community and land and the sheer expense of relocating. For many Aboriginal students the difficulties of interpreting external coursework is compounded by the lack of culturally appropriate materials and little acknowledgment that Standard Australian English is not their first language.

This paper describes how computer technology was used to enhance an external (distance education) unit at a remote campus of Edith Cowan University. Authentic instruction principles and technology were used to enhance the learning experiences and accommodate the learning styles of a group of Aboriginal students completing an external mainstream course in a remote location.

## HEARING LOSS AMONGST INDIGENOUS STUDENTS: ISSUES & MANAGEMENT

Date: Friday, 7th April 2000  
Time: 10:45  
Venue: Manor Ballroom  
Duration: 60 Minutes

Ian Henderson  
Glenn Johnson  
Australian Hearing Perth

The rate of hearing loss amongst Australia's indigenous children is arguably the highest in the world. Responsible for this is the middle ear disease "otitis media". Impact on the child is many-fold and includes cognitive, learning, socialisation, speech and language detriments. The disease may persist throughout childhood, with insidious and damaging effects upon academic achievement. Of concern is the mislabeling of affected children as "uninterested", "slow", "vague", "naughty", "distracted" etc. A description of conductive hearing loss and its signs is made in the presentation, as well as an introduction to community-based classroom management. These include the combined use of amplification with teaching strategies found to be most effective in research on this area. The presentation will be made using Australian Hearing's Sound Field Amplification, which fosters bilingual team-teaching.

## **REPORT OF THE MCEETYA TASK FORCE ON INDIGENOUS EDUCATION**

Date: Friday, 7th April 2000  
Time: 11:45  
Venue: Carnac Room  
Duration: 30 minutes

Ken Wyatt  
Aboriginal Education Directorate  
Education Department of Western Australia

The Ministerial Council on Employment, Education, Training and Youth Affairs taskforce report challenges the view, unfortunately widespread, that educational inequality for Aboriginal students is normal. Work in recent decades has failed to eliminate this perception and inequality has persisted.

The MCEETYA taskforce report establishes the parameters for Aboriginal education for the future. In his report on this document, Ken Wyatt will pay particular attention to the partnership that needs to be established between the government, schools and communities. It is anticipated that, through the implementation of the recommendations of the report, that the future will bring a sound education for all Aboriginal Australians.

## **THE COOLANGATTA STATEMENT: IMPLICATIONS FOR INDIGENOUS EDUCATION**

Date: Thursday, 6th April 2000  
Time: 1:30  
Venue: West End Convention Centre  
Duration: 60 minutes

Bob Morgan  
Jumbunna  
Centre for Australian Indigenous Studies, Research and Education  
University of Technology, Sydney

This paper will address the history of the development of the Coolangatta Statement on Indigenous Education Rights and Freedoms. The presentation will also explore how the principles and values of the Coolangatta Statement can be applied to address contemporary Aboriginal education issues and challenges.

The paper focuses primarily upon the educational experiences of Aboriginal people in New South Wales. However, it is argued that the experiences of NSW Aboriginal peoples with assimilationist education are mirrored in other Aboriginal contexts throughout Australia. The paper seeks to create an understanding of the historical context within which "Aboriginal education" has occurred and how this history has influenced and helped shape contemporary education services and outcomes for Aboriginal peoples.

Current key "Aboriginal education" policies will be discussed with a view of identifying how a number of these policies are problematic and incompatible to the achievement of improved educational experiences and outcomes for Aboriginal peoples. The paper concludes by arguing the need for urgent change to the current "guest paradigm" arrangements that typifies most Aboriginal education services and recommends a series of public policy and systemic program shifts.

## **SPIRITUALITY, A KEY FACTOR IN THE EDUCATION PROCESS**

Date: Wednesday, 5th April 2000  
Time: 11:30  
Venue: West End Convention Centre  
Duration: 60 minutes

Donella Brown  
Clontarf Aboriginal College

In this talk I will explore the concept that if the education process is to be effective students must acknowledge their own spirituality. It will also focus on the responsibility that we as educators have on recognising our own spirituality and how we affect students with our own personal beliefs and actions.

I believe it is imperative that one needs to always be on a journey of self-discovery in order to understand how we operate as individuals. It will be acknowledged that because this is a challenging experience individuals, unless supported, are more likely to disregard the importance of this process. Acknowledgement will be made that individuals need to be skilled if the process is to be effective. Some of these skills and their practical implications will be explored in the context of how these concepts are a part of the vision at Clontarf Aboriginal College.

It will highlighted to individuals that there are many personal challenges that must be recognised and addressed. Perhaps the biggest question is "Are we teachers, educators, facilitators of learning, learners or all of these in this process called education?"

## **EDUCATION: A FATEFUL EXPEDITION OR A JOURNEY FOR LIFE?**

Date: Wednesday, 5th April 2000  
Time: 9:30  
Venue: West End Convention Centre  
Duration: 60 minutes

Ken Wyatt  
Aboriginal Education Directorate  
Education Department of Western Australia

I want to start on a journey that will add to my unique qualities, understanding of my immediate world, existing knowledge and skills and competencies and enable me to interact with others in sharing my culture, language and history.

The journey need to be exciting, engaging, enjoyable and full of opportunities to interact with other people in the world around.

Setting out on any journey requires some degree of planning, considering any historical context and family experiences, setting milestones around location points, achieving desired outcomes and enjoying each day as it unfolds.

The journey will add to the worldviews that have been developed in the early years of life and skill me too: learning to know, learning to do, learning to live together in a global society and learning to be which strengthens the feeling of personal responsibility for our collective destiny.

The journey can deepen knowledge, enrich practice and understanding better the person within and the world without, whilst enabling me to retain my cultural integrity and who I am.

The future is not known and the pathway for the journey is changed and my uniqueness is altered: I am not allowed to be who I am!

## **EDUCATING HOPELESSNESS. LANGUAGE: SPIRIT OF THE SOUL**

Date: Wednesday, 5th April 2000  
Time: 1:30  
Venue: West End Convention Centre  
Duration: 60 minutes

Maria Stephens  
Indigenous Education Council

Most researchers agree that

- (1) communication is primarily used for conveying information
- (2) in any communication there is a sender and a receiver
- (3) more and more communication takes place in verbal, written and visual/electronic form.

Many of us are not aware of how important the spoken and written words are, nor do we give consideration to the meaning of words and how they can affect our lives. There is tremendous power in words. Values lie in words; their potential is what you do with them.

This paper sets out to trace the written language trends particularly relevant to the Indigenous people since 1788 to the present day. The paper will isolate and examine each component of the language in an objective manner.



# A.I.E.C.

## Australian Indigenous Education Conference

### Confirmed Delegates at 23rd March 2000

23-Mar-00

Name	Organisation	State
Mrs Iris Maude	DEO - Peel	WA
Ms Lena Abdullah	Perth - Catholic Education Office	WA
Ms Margaret Adams	Anangu Tertiary Education Program	SA
Mr Peter Anderson	Open Learning Australia	VIC
Mrs Stephanie Armstrong	Marble Bar Primary School	WA
Ms Peta Asplin	EDWA -Nullagine RCS	WA
Ms Karen Atkinson	Anangu Tertiary Education Program	SA
Ms Gabrielle Austerberry-Geradis	Wadja Wadja High School	QLD
Ms Dedrie Baksh	Northland Secondary College	VIC
Mr Lionel Bamblett	Victorian Aboriginal Education Assoc. Inc.	VICTORIA
Ms Michelle Barley	Catholic Education Office - Geraldton	WA
Ms Sue-Lyn Barras	Central West College of TAFE	WA
Ms Gail Barrow	EDWA - Aboriginal Education Directorate	WA
Ms Marion Baumgarten	EDWA Aboriginal Education Directorate	WA
Ms Barbara Bear	Wananami Remote Community School	WA
Ms Susann Beath	DEO - Joondalup	WA
Ms Jenny Beck	Jameson Remote Community School	NT
Mrs Jenny Beer	University of Ballarat AEC	VIC
Ms Tracey Beer	Department of Human Services	VIC
Mrs Lesley Bell	Mt Barker Primary School	WA
Miss Rahmah Bin Buyong	Cable Beach Primary	WA
Ms Sally Bin Omar	St Mary's College	WA
Mr Stuart Blackwood	EDWA - Nullagine RCS	WA
Ms Lisa Bolton	Coolbellup Primary School	WA
Mr Robert Bonney	EDWA Mid West Education Centre	WA
Mr Mark Bonshore	DEO - Peel	WA
Mr John Borserio	Catholic Education Office	WA
Dr Christopher Bourke	ACT Indigenous Education Consultative Body	ACT
Prof. Colin Bourke	Monash University	VIC
Mr Lyell Bowie	Culunga Aboriginal Community School	WA
Mrs Muriel Bowie	Culunga Aboriginal Community School	WA
Mr Norman Brahim	Catholic Education Office of WA	WA
Mrs Jennifer Branigan	Midland College TAFE	WA
Ms Jodie Brewer	EDWA - Nullagine RCS	WA
Mr Michael Brogan	University of New England	NSW
Ms Donella Brown	Clontarf Aboriginal College	WA
Mr Isaac Brown	Indigenous Education Council NT	WA
Ms Stephanie Brown	EDWA	WA
Mr Michael Bruijn	Dudley Park Primary School	WA
Mrs Gwen Bucknall	Notre Dame University Broome Campus	WA
Mr John Bucknall	The University of Notre Dame	WA
Ms Patricia Buckskin	Aboriginal Education Unit	SA
Ms Emily Buddy	Pipalyatjara Anangu School	WA
Ms Tracey Bunda	University of Canberra	ACT
Mrs Beverley Burgess	Catholic Education Office	TAS
Ms Julie Butler	ACT Indigenous Education Consultative Body	ACT
Ms Teresa Butler-Bowdon	Anangu Tertiary Education Program	SA
Miss Rosemary Cahill	EDWA	WA

Name	Organisation	State
Ms Sue-Ellen Carleton	Woorabinda State School	QLD
Mrs Helen Carrick		QLD
Mr Bevan Cassady	Warawara Aboriginal & Torres Strait Islander Programs Unit	NSW
Ms Judy Cassidy	Port Hedland Primary School	WA
Ms Vicki Cassidy	Hedland Senior High School	WA
Ms Collene Castle	Midwest Aboriginal Education Council	WA
Ms Barbara Clayton	Derby District High School	WA
Ms Sheryll Coffey	Coolbellup Primary School	WA
Ms Glenys Collard	EDWA	WA
Mr Peter Collins	Clough Engineering	WA
Mrs Robyn Conway	Westminster Junior Primary School	WA
Mr Greg Cooke	Dept Education Training & Youth Affairs	TAS
Mr Thomas Corbett	Pinjarra Primary School	WA
Mrs Gwen Corunna	Culunga Aboriginal Community School	WA
Mr Colin Cosmos	Gumala Mirnurwarni Education Project	WA
Ms Elaine Cox	Warlawurra School	WA
Mr Harley Coyne	Educational Department Western Australia	WA
Mrs Heather Crockart-Stephens	North Tom Price Primary School	WA
Ms Lucina Cross	EDWA - Nullagine RCS	WA
Ms Tina Cross	DEO - Midlands	WA
Ms Jane Crothers	Wananami Remote Community School	WA
Mr Jody Crothers	EDWA Aboriginal Education Directorate	WA
Mrs Kezia Cruttenden	Narrogin Primary School	WA
Mr Shane Cumming	EDWA	WA
Miss Sherleene Currie	University of Canberra	ACT
Mr David Cusack	Dudley Park Primary School	WA
Mr Vernon Dann	St Mary's College Broome	
Ms Marnie Davis	YONGA	WA
Mr Robert Davis	Kimberley Multi-Campus	WA
Ms Robyn Davis	Kurongkurl Katitjin	WA
Mr Jason De Santolo	IRI	
Mrs Averil Dean	Catholic Education Aboriginal Committee	WA
Mr Gordon Dean	Trinity College	WA
Mr Ken Dean	State CEAC	WA
Mrs Felicity Dear	DEO Esperance	WA
Mrs Debb Dellar	North Tom Price Primary School	WA
Mr Graham Dewar	EDWA	WA
Ms Janine Dhu	Cassia Education Support Centre	WA
Mr Jim Dimer	Esperance District Aboriginal Education Council	WA
Ms Kate Dodson	EDWA	WA
Rev. Mark Doecke	Yirara College of the Finke River Mission	NT
Mr Michael Donovan	University of Newcastle - Aboriginal Studies	NSW
Mrs Sue Doucette	EO - Esperance	WA
Mr Peter Douglas	Wandalgu Catholic Primary School	WA
Mrs Janette Doyle	Catholic Education Office	QLD
Mr Phillip Dreise	Catholic Education Office	QLD
Ms Pamela Duckworth	EDWA	WA
Ms Kylie Duggan	St Patricks College	TAS
Ms Adriane Dyke	DETYA	ACT
Mr Darryl Eades	Warakurna Remote Community School	NT
Ms Dale Edwards	A.I.A.T.S.I.S	ACT
Mr Des Egan	Queensland Catholic Education Commission	QLD
Ms Pauline Elliott	University of Ballarat SMB Campus	VIC

Name	Organisation	State
Ms Lee-Ann Emzin	Southern Cross University	NSW
Dr John Fanshawe	Queensland University of Technology	QLD
Ms Tara Farmer	St Joseph's College	WA
Ms Sue Ferguson	Curriculum Corporation	VIC
Ms Jacinta Fletcher	Swinburne University of Technology	VIC
Ms Lynise Forman	Mandurah ASSPA	WA
Ms Michelle Forrest	EDWA - DEO Goldfields	WA
Mr Simon Forrest	EDWA Aboriginal Education Directorate	WA
Mr Wilton Foster	EDWA - DEO Goldfields	WA
Mr Yangi Yangi Fox	Pipalyatjara Anangu School	WA
Ms Jacki Freeman	ACT Indigenous Education Unit	ACT
Ms Barb Freer	Aboriginal Education Unit	SA
Ms Corrie Fullard	Tasmanian Aboriginal Education Association	.0
Ms Cindy Fuller	ACT Indigenous Education Unit	ACT
Mr Joe Furlani	Dept Education Training and Youth Affairs	TAS
Ms Carol Garlett	EDWA -Perth	WA
Ms Jeanne Geeves	Hedland Senior High School	WA
Mr Kevin Giles	Kurungkurl Katitjin	WA
Mr Kevin Gillan	Hainsworth Primary School	WA
Ms Kathleen Gillespie	Middle Swan Primary School	WA
Mrs Brenda Glare	Antep	NT
Ms Ruth Gledhill	Northern Territory Dept of Education	NT
Dr John Godfrey	Edith Cowan University Mt Lawley campus	WA
Ms Leanne Gordon	Clough Engineering	WA
Ms Maxine Gossland	DEO - Midlands	WA
Ms Eela Govender	Blacktown Community College	NSW
Mr Graeme Gower	Edith Cowan University	WA
Ms Jan Gray	Edith Cowan University	WA
Ms Oriel Green	Swan District Education Office	WA
Ms Yvonne Green	EDWA	WA
Ms Jenny Greenham	Warakurna Remote Community School	WA
Ms Bethley Griffen	Nullagine RCS - EDWA	WA
Mrs Dianna Grigg	Aboriginal Education Department of Education Training	SA
Mr Andrew Gunstone	Queensland University of Technology	QLD
Ms Robyn Hamlett	Mullewa District High School	WA
Ms Marmingee Hand	Kimberley Education District Council	WA
Ms Gabrielle Hansen	Kurungkurl Katitjin	WA
Ms Gail Hardy	Schools of Isolated & Distant Education	WA
Ms Sharon Hardy	Yakamia Primary School	WA
Ms Charmaine Harfield	DETE	SA
Mr Chris Harris	ACT Indigenous Education Unit	ACT
Ms Sandra Harris	EDWA - Aboriginal Education	WA
Mr Tim Harris	EDWA	WA
Prof Bernard Harrison	Edith Cowan University	WA
Mr Bill Harrison	University of Wollongong	NSW
Mrs Robyn Harrod	West Northam Primary School	WA
Ms Christine Hart	Cosmo Newberry Remote Community School	W.A.
Mr Ray Hart	University of Western Australia	WA
Ms Judy Hawksley	Edith Cowan University	WA
Mrs Elaine Hayden	Merredin Senior High School	WA
Ms Karen Hayward	Edith Cowan University	WA
Mr John Heath	Canberra Institute of Technology	ACT
Ms Joyce Hegney	Westminster Junior Primary School	WA
Ms Naomi Henderson	Kurungkurl Katitjin	WA

Name	Organisation	State
Miss Michelle Hennessy	Midlands District Education Office	WA
Mrs Marita Henry	Kiwirrkurra Remote Community School	WA
A/Prof Jeannie Herbert	James Cook University	QLD
Ms Jolleen Hicks	Gumala Mirnurwarni Education Project	WA
Mr Larry Higgins	Aboriginal Education East Group of Districts	SA
Mrs Lynnette Highman	Coolangarras Barmah Aboriginal Pre School	WA
Mr Ian Hill	EDWA	WA
Mr John Hobson	Koori Centre University of Sydney	NSW
Mr Brendan Hodge	EDWA - Tjukarla Remote School	NT
Ms Dawn Holland	Swan District Education Office	WA
Mrs Lorraine Holland	Charles Sturt University	NSW
Professor Susan Holland	Edith Cowan University	WA
Ms Lilian Holt	University of Melbourne	VIC
Mr Paul Hughes	Flinders University	SA
Ms Terri Hughes		WA
Ms Caroline Hunneybun	John Pujajangka-Piyirn Catholic School	WA
Robin Hurley	Batchelor Institute of Indigenous Tertiary Education	NT
Mrs Mitchell Hutchins	EDWA	WA
Mr Alby Huts	District Education Office	WA
Ms Jennifer Inkatji	Ernabella School	WA
Ms Michelle Ingram	Dryandra Primary School	WA
Mr Regg Ingram	Aboriginal Education DETE South Australia	SA
Ms Vicki Jack	EDWA	WA
Mrs Chris Jackson	Hamilton Senior High School	WA
Ms Deb Jackson	YMCA	
Mr Russell Jackson	DETE - Anangu Education Services	SA
Ms Petrina Jacobs	Dudley Park Primary School	WA
Ms Tania Jacobs	Murdoch University	WA
Ms Sharon Jacobson	Willagee Primary School	WA
Ms Sharon Jager	Jameson Remote Community School	NT
Ms Beverley Jan	Broome Primary School	WA
Mr Terrence Jannese	Kiwirrkurra Remote Community School	WA
Mr Ricky Jetta	YONGA	WA
Miss Vicky Jingo	Pipalyatjara Anangu School	WA
Ms Kathy Johnston	Koorie Literacy Links Project	VIC
Ms Clare Jones	Westminster Junior Primary School	WA
Mrs Lola Jones	EDWA Aboriginal Languages	WA
Miss Laura Kanari	Pipalyatjara Anangu School	WA
Miss Marisa Kelly	Catholic Education Office - Broome	WA
Mr Merv Kelly	Aboriginal Education Coordinator	WA
Ms Kylie Kempton	DEO - Goldfields	WA
Ms Dianne Kerr	EDWA	WA
Mr Sandy Kerr	Edith Cowan University	WA
Mr Gavin Khan	D.E.T.E.	SA
Ms Kaylene Khan	D.E.T.E.	SA
Ms Rebecca Khan	Education Dept of WA	WA
Ms Rebecca Khan	Education Dept of WA	WA
Mrs Michelle Kickett	AIEW South Lake Primary School	WA
Ms Cheryl Kickett-Tucker	Edith Cowan University	WA
Mr John King	Kiwirrkurra Remote Community School	WA
Sister Marion Kingston	St Michael's Catholic Primary School	QLD
Ms Vicky Kirk	John Paul College	WA
Mrs Jennifer Kniveton	DEO - Kimberley	WA
Ms Patricia Konigsberg	EDWA	WA

Name	Organisation	State
Mrs Rosemarie Koppe	Brisbane Catholic Education	QLD
Unurupa Kulyuru	Ernabella Ananav School	NT
Ms Margaret Kungah	Kururrungku	WA
Ms Robina Kyanga	Catholic Education Office Geraldton	WA
Ms Marianne Larry	Jigalong Remote Community School	WA
Ms Jeanine Leane	ACT Indigenous Education Consultative Body	ACT
Mrs Cheryl Lennox-Bradley	Catholic Education Office	WA
Mr Alexander Leslie	Wanunami Remote Community School	WA
Ms Nuala Leslie	Wanunami Remote Community School	WA
Ms Carolyn Lewis	Kurungkurl Katitjin	WA
Ms Wanatjura Lewis	ANTEP South Australia	NT
Ms Yayimpi Lewis	c/o B Glare	NT
Ms Judith Lill	EDWA	WA
Mr Michael Little	Catholic Education Office of WA	WA
Ms Joyce Lockyer	Derby District High School	WA
Mr Martin Long	Catholic Education Office	TAS
Mrs Tammy Loo	Westminster Junior	WA
Ms Janet Lowe	Kururrungku CEC	WA
Ms Jonelle Lowe	DEO - Midlands	WA
Ms Lurlene Lui	Catholic Education Office	QLD
Prof Ian Malcolm	Edith Cowan University	WA
Mr Brian Mallard	Hedland Senior High School	WA
Dr Patricia Maringi Johnston	Massey University	NEW ZEALAND
Ms Sue Marris	Warburton RCS	NT
Ms Val Marsden	EDWA	WA
Ms Linda Marshall	Kurungkurl Katitjin	WA
Ms Caroline Martin	Koorie Early Childhood Education	VIC
Mr John Martin	Education Department of Western Australia	WA
Ms Lynnette May	Mandurah ASSPA	WA
Mrs Kerry McFarlane	Goldfields Education District Office	WA
Mr Stuart McFarlane	RMIT University	VIC
Dr Sue McGinty	James Cook University	QLD
Mr Michael McGuinness	Goldfields District Council of Aboriginal Education	WA
Mr John McGuire	Trinity College	WA
Mr Mark Mckenzie	ACC	WA
Mr Anthony McKnight	Koori Centre	NSW
Ms Heather McLaren	DETYA	ACT
Mr Albert McNamara	EDWA - Cannington	WA
Ms Irene McNamara	EDWA - DEO Peel	WA
Ms Bernadette McPherson	University of Notre Dame	WA
Ms Gaylia McQueen	EDWA - Tjukarla Remote School	NT
Mr Dion Meredith	ACC	WA
Ms Maria Merredith	Goldfields District Council of Aboriginal Education	WA
Ms Jillian Miller	Aboriginal Education Unit	SA
Miss Joylene Miller	Pipalyatjara Anangu School	WA
Miss Judy Miller	Pipalyatjara Anangu School	WA
Mr Travis Miller	Wanunami Remote Community School	WA
Ms Tanya Mills	Catholic Education Office	SA
Mr Geoffrey Mitchell	Kururrungku CEC	WA
Mr James Moe	Edith Cowan University	WA
Miss Lisa Moirish	West Northam Primary	WA
Ms Joy Moloney	Esperance Senior High School	WA
Ms Adeline Monaghan	Port Hedland Primary School	WA

Name	Organisation	State
Ms Ainsley Morgan	Jigalong Remote Community School	WA
Dr Bob Morgan	UTS	NSW
Ms Dale Morgan	Northern Territory Department of Education	NT
Prof Sally Morgan	Centre for Indigenous History & the Arts	WA
Ms Rose Moroz	EDWA	WA
Ms Pam Moss	EDWA	WA
Mr Geoff Moulds	Warakurna Remote Community School	NT
Ms Debbie Moyle	Aboriginal Education Unit	SA
Mr Wayne Muir	University Of Ballarat AEC	VICTORIA
Ms Tuesdee Murray	Jigalong Remote Community School	WA
Mr Michael Nayler	Abergowrie College	QLD
Ms Peta Newbound	DEO - Midland	WA
Mr John Newbury	Hamilton Senior High School	WA
Mr Ray Nichol	Latrobe University	VIC
Ms Bernadette Nichols	St Kierans School	QLD
Ms Vicky Nicholson	Equity Standards Branch	TAS
Mr Milton Nomikoudis	RMIT University	VIC
Ms Maria Northcote	Kurungkurl Katitjin	WA
Ms May O'Brien	Aboriginal Education & Training Council	WA
Sister Maura O'Connell	St Joseph's School	WA
Mrs Sharon O'Connor	EDWA - Nullagine RCS	WA
Ms Irene O'Loughlin	C.A.I.S. - Monash University	VIC
Miss Suzanne O'Neil	ACT Indigenous Education Consultative Body	ACT
Ms Carol Oakes	Kurungkurl Katitjin	WA
Ms Anne Ovi	John Pujajangka-Piyirn Catholic School	WA
Mrs Jillian Owen	C.A.I.S. - Monash University	VIC
Mr John Page	Kurungkurl Katitjin	WA
Ms Evoyne Palmer	Mandurah ASSPA	WA
A/Prof Gary Partington	Edith Cowan University Mt Lawley campus	WA
Ms Thomasisha Passmore	Goldfields District Council of Aboriginal Education	WA
Mrs Nicki Patterson	EDWA	WA
Ms Megan Patrick-Rolf	University of South Australia	SA
Ms Dianne Peachey	Brisbane Catholic Education	QLD
Mrs Karen Pearce	St Kieran's School	QLD
Ms Joanne Pearson	Warakurna Remote Community School	NT
Mrs Mary Pearson	Tranby Primary School	
Dr Vance Peavy	Unviersity of Victoria	B.C.
Mr Geoffrey Penny	EDWA	WA
Ms Catherine Perry	St. Patricks College	TAS
Ms Kerry Phillips	c/o Equity Standards Branch, Dept Educ.	TAS
Mrs Dulcie Ponton	Culunga Aboriginal Community School	WA
Mr Position Vacant	EDWA	WA
Position Vacant		
Mr Timothy Prentice	Tjirrkarli Remote Community School	NT
Ms Dianne Preston	Ansett Australia	
Ms Kaye Price	MindMatters	ACT
Ms Shirley Quaresimin		WA
Mrs Jo-Anne Quartermaine	Westminster Education Support Centre	WA
Ms Linda Quartermaine	Edith Cowan University	WA
Miss Pam Quartermaine		WA
Ms Rachel Quillerat	Tasmanian Aboriginal Education Association Inc	TAS
Ms Elaine Rabbitt	Edith Cowan University	WA
Mrs Marie Radford	Catholic Education, Townsville	QLD
Ms Erica Ramirez	Beldon Primary School	WA

Name	Organisation	State
Ms Dorethea Randall	ACT Indigenous Education Unit	ACT
Ms Beverley Rebbeck	Centre for Indigenous History & the Arts	WA
Mr Colin Reeder	Office of the Pro Vice Chancellor (Maori)	
Ms Lucy Reger	DEO - Goldfields	WA
Mrs Sheryl Reynolds	EDWA - Yandeyarra Remote School	WA
Ms Susan Reynolds	Gungil Jindibah Centre	NSW
Sr Pat Rhatigan	University of Notre Dame	WA
Ms Kaye Richer		WA
Sister Maree Riddler	St Joseph's School	WA
Mr Leon Ridgeway	Catholic Education Office	WA
Ms Michelle Rigney	Aboriginal Education - D.E.T.E.	SA
Mr Robert Riley		WA
Ms Stacey Rippon	Council for Aboriginal Reconciliation	ACT
Ms Brenda Robins	Hedland Senior High School	WA
Ms Eileen Roe	Kurongkurl Katitjin	WA
Ms Evelyn Ronan	St Bridgid's Middleswan	WA
Ms Pam Ronan	University of South Australia	SA
Mr Richard Routh	Edith Cowan University	WA
Ms Tuppy Ruff	Employment Training and Education	SA
Hilli Rupert	Jigalong Remote Community School	WA
Mrs Suzanne Russell	DETE: Aboriginal Education Services	WA
Brother Kevin Ryan	Congregation of Christian Brothers	WA
Mr Bernie Ryder	Gumala Mirnurwarni Education Project	WA
Ms Linda Ryder	ACC	WA
Ms Brenda Sailor	Jigalong Remote Community School	WA
Ms Rosie Sandover	Barramundi School	WA
Mrs Neola Savage	Wadja Wadja High School	QLD
Ms Clare Scanlon	Warlawurru Catholic School	WA
Dr Jerry Schwab	Australian National University	ACT
Ms Adele Scott	University of South Australia	SA
Mr John Scott	James Cook University	QLD
Ms Bernadette Selfe	NSW Dept of Education & Training	NSW
Ms Fiona Shalley	Australian Bureau of Statistics	VIC
Ms Pam Sherrard	Kununurra District High School	WA
Ms Jo-Anne Shiosaki	Notre Dame, Broome Campus	WA
Ms Anna Sinclair	Aboriginal Independent Community Schools	WA
Mr Jerry Skulan	Hellyer College	TAS
Ms Leanne Smith	University of South Australia	SA
Miss Natalie Smith		WA
Ms Robyn Smith	Curriculum Council	WA
Ms Wendy Smith	Central TAFE - Leederville	WA
Mr Robert Somerville	EDWA	WA
Mr Roger Sparvell	John Septimus Roe Anglican Community School	WA
Mrs Lois Spehn-Jackson	EDWA	WA
Mrs Heather Stephens	North Tom Price Primary School	WA
Ms Maria Stephens	Indigenous Education Council	NT
Mr Christopher Stratton	Jameson Remote Community School	NT
Ms Natalie Stream	Marble Bar Primary School	WA
Mr Rod Sutherland	Aboriginal Education Unit	SA
Mr Terry Sutherland	ACT Indigenous Education Consultative Body	ACT
Mr Carlo Svagelli	NSW Dept of Education & Training	NSW
Ms Marlene Sykes	Mandurah Senior High School	WA
Mr John Szymanski	EDWA	WA
Mr Emanuele Tansinga	Warakurna Remote Community School	NT

Name	Organisation	State
Mrs Kate Thinee	Mount Isa Catholic High School	QLD
Mr Roger Thomas	University of Adelaide - Wilto Yerto	SA
Mrs May Thompson	ACC	WA
Ms Celine Thomson	AIED Peel District Office	W.A.
Mrs Pip Thomson	Westminster Junior Primary School	WA
Mr Milton Thorne		WA
Ms Lyn Thorpe	Northland Secondary College	
Dr. Anne Thwaite	Edith Cowan University	WA
Mrs Suanne Tikoft	Yirara College	NT
Ms Jane Margaret Tittums	Edith Cowan University	WA
Ms Katrina Tjitaya	Pitjantjara Y Education Committee	SA
Ms Debra Todd	Marble Bar Primary School	WA
Mr Owen Torres	CEO	WA
Ms Tamara Travia-Dann	University of Notre Dame Australia	WA
Mr Paul Treacy	St Mary's College	WA
Ms Penny Tripcony	Oodgeroo Unit, QUT	QLD
Ms Paula Tsernjavski	Pipalyatjara Anangu School	WA
Mrs Lynley Tucker		WA
Ms Marisa Tuffili	EDWA - Tjukarla Remote School	NT
Mrs Sharon Turner	ACT Indigenous Education Unit	ACT
Mr Bruce Underwood	Anangu Tertiary Education Program	SA
Ms Mary Vajda	University of Notre Dame	WA
Ms Shirley Viti	Mandurah ASSPA	WA
Ms Eunice Wanganeen	D.E.T.E.	SA
Mr Barry Warburton	YONGA	WA
Ms Naomi Ward	DEO - Goldfields	WA
Dr Linda Warner	Indian Community School	WI
Miss Debbie Watson	Pipalyatjara Anangu School	WA
Ms Marianne Watson	Tasmanian Aboriginal Education Association	TAS
Ms Jayne Watters	Tjirrkarli Remote Community School	NT
Miss Karen Weier	Yirara College	NT
Mr Dean West	ACT Indigenous Education Unit	ACT
Ms Jann Westbrook	South Newman Primary School	WA
Ms Robyn Weston	EDWA	WA
Ms Susan Whal	John Septimus Roe Anglican Community School	W.A.
Miss Colleen Wheelock	Cable Beach Primary	WA
Ms Carla White	Ministry of Education	
Ms Nereda White	Australian Catholic University	QLD
Ms Leonie Whyte	EDWA North Kalgoorlie Primary School	WA
Ms Marlene Wilhelm	Our Lady of Mt Carmel School	WA
Ms Laurel Williams	Wollotuka - Newcastle University	NSW
Mrs Leonie Williams	Jameson Remote Community School	NT
Mrs Maxine Williams	DEO - Esperance	WA
Ms Patricia Williams	Wickham Primary School	WA
Ms Gina Williamson	ANTEP SOUTH AUSTRALIA	NT
Ms April Wilson	DETE - Aboriginal Education	SA
Mrs Jill Wilson	La Trobe University Postgraduate Association (LUPA)	VIC
Ms Joanne Wilson	Aboriginal Education District Service Centre	WA
Mrs Nadine Wilson	EDWA - Nullagine RCS	WA
Mr Richard Win Pe	Catholic Education Office	WA
Ms Edna Winmar	Quairading District High School	WA
Mr Desmond Woodman	Kiwirrkurra Remote Community School	WA
Ms Iris Woods	A I E W Coodanup S.H.S.	WA
Mrs Olive Woods	West Northam Primary School	WA
Australian Indigenous Education Conference		

<b>Name</b>	<b>Organisation</b>	<b>State</b>
Mr Ken Wyatt	EDWA	WA
Ms Caron Wynne	Kurongkurl Katitjin	WA
Ms Chantal Young	Jigalong Remote Community School	WA
Ms Mary Young	University of Winnipeg	MANITOBA
Ms Ruth Young	EDWA	WA
Ms Lynette Yu-Mackay	Ngunnawal Centre	ACT
Mrs Maxine Zealey	Brisbane Catholic Education	QLD

**429 People Listed**

