1986

The first ten years: Aboriginal enclaves tenth anniversary

Simon Forrest

Colleen Pead


Aboriginal and Torres Strait Islander people are advised that this document may contain references to people who have died.

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THE FIRST TEN YEARS

Simon Forrest  Colleen Pead

ABORIGINAL ENCLAVES

TENTH ANNIVERSARY

WA COLLEGE 1976-1986
AUTHORS

Simon Forrest Dip.Bus.Admin.(PTC) BEd.(WACAE)
This is Simon’s first major publication. He plans to continue research into the area of the historic origins of enclaves not only in Western Australia but on a national level.

Colleen Pead BA.(Murdoch)
Colleen majored in Communication Studies and Comparative Literature, and is currently enrolled in the Graduate Diploma in Aboriginal and Intercultural Studies. She works as a freelance researcher and on completion of this book, Colleen will be employed at Fitzroy Crossing where she is researching a pilot project for a curriculum development project.
Authors, Simon Forrest and Colleen Pead.
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FOREWORD
Access to tertiary education for our people has come a long way since the first Aboriginal teacher graduated in 1953 (May O’Brien). Today each of the four tertiary institutions in Western Australia have either set up, or are setting up support services for Aborigines to ensure greater success in tertiary study.

In 1976 the Mount Lawley Teachers College, now the Mount Lawley Campus of the Western Australian College of Advanced Education (WACAE), and the Western Australian Institute of Technology, were two of the first tertiary institutions in Australia to provide access to their courses for our people who didn’t have normal entry requirements.

Two people who helped set up the support system or enclave at Mount Lawley were Ms May O’Brien and Mr John Sherwood. It was their foresight and the help and assistance of others which gave us access to tertiary studies that we may never have otherwise had.

Graduates from WACAE owe a debt of gratitude to May, John and many others who made sure we have an opportunity to study successfully at a tertiary level.

This book is dedicated to those people.

SIMON FORREST

Many brochures, magazines, video tapes and academic studies have been produced in relation to the Aboriginal Enclave support system. This is the first text which endeavours to draw all of these works together including following the lives of those persons who have been involved in the 10 years so far.

For further information a reading list appears at the back of this book.
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INTRODUCTION

An enclave is the territory of a minority group found contained within the territory of a larger group. When the first enclave was started at Mount Lawley College in 1976, it was seen as a place where Aboriginal students could retreat from the hustle and bustle of College life to be with people they felt comfortable with, and refresh themselves for return to the wider world again. A second enclave was established at the Nedlands Campus in 1982, an external one at Broome in 1983 and in 1985 new enclaves have been established at Churchlands, Claremont and Carnarvon. In 1986 an enclave at the new Bunbury Institute of Advanced Education commenced operation. Also 1986 is the year for the establishment of a new off campus centre to commence in 1987 at Kununurra. Within the enclave students get support from each other and from staff; have a place to work on assignments or take tutorials with their personal tutor, and have facilities for making tea and coffee etc.

As they become confident about aspects of college life which might at first have seemed strange or intimidating, most students involve themselves fully in all aspects of college life, mixing with non-Aboriginal students and using college facilities in the same way as other students.

The enclave facilities are available throughout the length of a student’s course. By the end of the first year all students are expected to have gained experience and confidence in relation to college and student life. Consequently, enclave staff services tend to concentrate on each year’s new intake of students.
CHAPTER I
HISTORY

This book is of a commemorative nature to celebrate the first 10 years of Aboriginal Education support networks, (colloquially referred to as "the enclave"). However, the celebration of the enclave is not possible without honouring those persons who comprised the enclave, (staff and students), and those persons responsible for creating the concept. Consequently this book is historical, it is a tribute to and a procession of all those who have passed through. Historically speaking, the education of Aboriginal people has been neglected due to many reasons, but primarily because of past policies whereby education of Aborigines was not compulsory until 1945.

The early stages of the enclave system were conceptualised when it was brought to the attention of the Schools Commission that educators were concerned at how low Aboriginal educational standards were. Training Aborigines as teachers was the principal goal in altering this unhappy circumstance at the grass roots level.

It was at this time that a semi-Government authority, the Schools Commission was applying political pressure, and this body was the main factor which changed the face of Aboriginal education. This was during the time when Mr Kim Beazley Snr had the portfolio for Minister of Education, and one of his aims was that a survey be implemented nationally to reveal exactly what was happening in education at that time. The outcome of this resulted in the Schools Commission establishing an advisory group eventually known as the Schools Commission Consultative Group. This group proceeded to do a survey and could count only twelve Aboriginal teachers in the whole of Australia. A proposal was put forward to the Government by the Consultative Group to establish nationally a means whereby Aboriginal people could enter tertiary institutions, and train as teachers.

The recommendation read:
RECOMMENDATION 11
We recommend to all Australian Teacher-training Authorities that special provision should be made for entry of Aborigines into Teacher-training institutions similar to the special provisions for European mature age students.

(ABORIGINAL CONSULTATIVE GROUP, 1975)

Western Australia was the first state to take up this challenge, and John Sherwood was the first person to respond to the recommendation. It was at this point that the Aboriginal Student Teacher Intake (ASTI), later known as the enclave support system was established at the Mount Lawley College. It was 1976, and this became the first Aboriginal Teacher project of its kind in Australia.

John Sherwood.
The possibility of training Aboriginal Teachers under special entry provisions, and with the assistance of an enclave support system was investigated by the Aboriginal Advisory Committee within Mount Lawley College. Previously Aboriginal students had entered teachers' training singularly and been unsuccessful in completing the end of the first semester. John Sherwood in pointing this statistic out to the Aboriginal Advisory Committee of the College, stressed that these Aborigines who had entered and withdrawn were gifted people, their demise was due however, battling alone through a white middle class institution, woven with intricate, unfamiliar structures.

An Aboriginal Advisory Committee Meeting during those early formative years, from left — John Sherwood, Cedric Jacobs, May O'Brien, Norm Harris, Rob Winroe and Ed Brumby, (1975).

After speaking to May O'Brien, the first Western Australian Aboriginal teacher, others from the Schools Commission Consultative group and the Aboriginal Advisory Committee, John Sherwood realised they had to get a group of Aboriginal students entering and studying together. This way they could combat the isolation problem Aboriginal students had encountered in the past resulting in withdrawal. With a
support system established, assistance could be given not only to the individual students, but the group could supply its own mutual support system. This way more logistical and administrative problems could be solved also.

With a group, as opposed to one person, financial support was less of a problem, due to the fact that as a group it was a better economic situation that was more readily justifiable to the College. Bringing a group in meant that the face of the Aboriginal teaching force could be changed quickly and in large numbers. In that year of 1976 the investigative group calculated fourteen Aboriginal teachers in the Western Australian teaching force of around 16,000. Aboriginal people were therefore underrepresented in the teaching force. This therefore, meant that

(a) teachers were not mixing with Aboriginal colleagues on an equal basis, and

(b) Aboriginal people were not having input into the teaching profession in all areas, from the organisation of schools through to the staffing of them, curriculum design and student contact, were areas sadly deprived of Aboriginal input. Primarily Aboriginal students were without Aboriginal teachers as models for their careers and general life aspirations.

It was undisputed therefore that if one significant group entered the College every year, that the number of Aboriginal students could be rapidly increased. The over-riding benefit would be that while Aboriginal students could enter in an enclave support group there was a better chance of their remaining and graduating. This proved to be the case.

Having organised the ways in which an Aboriginal enclave was to be established, and defined the purpose of an enclave, the next step was recruitment. It was decided that in the same way in which non-Aboriginals could enter tertiary institutions through the mature-age entrance, so too should there be provisions made for a special entrance for Aboriginal students. Because, however, the question of making special entrance was at a tertiary level, there had to be limitations in order that only those students with certain abilities and potential
to graduate could enter. These criteria were two fold.
(a) To minimise the number who may not have completed the course.
(b) So that the College would not lose academic credibility.
The College already had three different entry requirements.
(a) The school leaver with a certain T.A.E. aggregate.
(b) A testing and entry for adults, ie. mature age students.
(c) Transfer from other tertiary institutions.
The Aboriginal Student Teacher Intake (ASTI) staff argued therefore that it was appropriate to have a fourth entry requirement for another group, because the three established entry criteria were not only inappropriate but preventative, in that they excluded Aborigines from tertiary education.
The College agreed to a trial basis of a couple of years whereby ASTI was required to develop a testing format especially devised in order for Aboriginal groups to be given tertiary entrance.
Eileen Willis, formerly a teacher in Derby, was at the time employed to research external studies at the Mount Lawley College and seemed the appropriate person to not only work up this proposal, but also to become co-ordinator of the first enclave. She knew intimately the need for Aboriginal teachers, what Aboriginal people wanted for their children, and had once taught some of the first Aboriginal students who had entered through the special testing method.
The project to allow special entry to Aborigines at the college was originally called "Recruitment of Aborigines into Teacher Training", and later "Aborigines in the Diploma of Teaching". The title "Aboriginal Student Teacher Intake" (ASTI) was introduced in mid 1979. The name was initiated by students, and confirmed by the Aboriginal Advisory Committee and Aboriginal Teacher Education Program (ATEP) staff.
The 13 that comprised the first intake group in 1976, all had remarkable success as a direct result of this programme. Four of the 13 graduated in the minimum amount of time (that is, 30-40%). Several others graduated later, (more than half altogether), and those that didn't graduate found successful and interesting work based on them having done
some education at a tertiary level. During the first ten years (1976-1986) Aboriginal people have graduated in different areas from the WACAE campuses, (35 as teachers).

The 1977 Aboriginal Student Intake from left Simon Forrest, Karen Truscott, Graeme Gower, Elaine Ronan, Sandra Harris, Krisha Kennedy (nee Grant), Lindsay Grant and Robyn Rioli (nee Collard).

The problems that arose in the initial establishment of Aboriginal entrance and the enclave, came not only from the College itself but from non-Aboriginal students, lecturers and the student guild. They were critical of Aboriginal students having affirmative action taken on their part, and special resources provided. ATEP staff spent time attending meetings, talking to groups and distributing pamphlets, in an effort to counter criticism, and point out that the enclave was a program designed to redress the problems of inequality in education. From an academic point of view, the college was concerned about having too many Aboriginal students concentrated in one small group. Some of the senior administrators used terms such as "ghetto", to express their fears, and some used the term "lead bottom" to express concerns of what may happen to the academic levels of a class with a large number of Aboriginal students together. While these lower grades may have been significant in the first year,
by no means was this the case by the end of the course. In fact in a couple of years some Aboriginal students were reaching distinction levels and excelling in many areas of student life. The college was also very sceptical in the first place of being able to find enough Aboriginal people capable of handling a tertiary course to make the program succeed. When this was proved to be incorrect, the College shifted in their argument and claimed that "the pool would dry up". Of course they were all proved to be incorrect assumptions.

Barbara Murphy and Errol Thorne during a science lesson.

Meanwhile the Aboriginal students themselves began to operate as a group not simply in support of their studies but as a group pressurising the ATEP staff and their Department, the College and the Student Guild.

They criticised courses which contained racist material, and it was from this time forward that Aborigines in Education took on a new meaning.

It was in 1980 that a significant change took place at the academic staff level, that after 150 years of European colonisation the first Aboriginal lecturer, Mr Vic Forrest, was appointed to the Department of Aboriginal and Intercultural Studies. He had gained the position after completing his
Bachelor of Arts in Sociology and Anthropology, (Social Science) from the Western Australian Institute of Technology.

Vic Forrest conducting a tutorial for Sandra Collard, Cherry Yates (nee Hayward) and Pam Thorley (1981).

The 35 teacher graduates since the commencement of this program have contributed to changing the underrepresented number of Aboriginal teachers in what was 16,000 to 14 Aboriginal teachers in 1976.

The impact made by the 10 Associate Diploma Graduates has marked Aboriginal people as potential leaders in the wider Community. Three people have already converted their Diploma of Teaching into a Bachelor of Education, and even more are currently enrolled in the Bachelor of Education program.
CHAPTER 2
THE CO-ORDINATORS

Past Aboriginal Enclave Co-ordinators were instrumental in the building of the enclaves as we know them today. Those people have since branched into many diverse areas, as can be seen below.

EILEEN WILLIS (Formerly DAVIES)
Eileen was the first co-ordinator of the Aboriginal Enclave in Western Australia, where she spent two years and three months. She then went to the South Australian College of Advanced Education (S.A.C.A.E.) Underdale Campus where she worked with Paul Hughes (former Chairman of National Aboriginal Education Committee,) as a tutor counsellor for 18 months.

In 1980 she worked for the Institute of Aboriginal Development in Alice Springs, and was then seconded to the Aboriginal Northern Health Department and worked as a literacy Co-ordinator in an Aboriginal Health Workers training program for two years. The following three years she spent externally completing a Masters degree in Education, examining the problems of the delivery of literacy to Aboriginal health workers on settlements in the Northern Territory. This led to her working in the Central Australian Community College lecturing in child development. This year Eileen is employed as a lecturer in Health and Illness in the School of Nursing at the S.A.C.A.E.

EVERSLEY RUTH (Formerly DAVIES)
Eversley worked as a Co-ordinator at Mount Lawley College for 3 years between 1978 - 81. She now works as a Court Counsellor at the Family Counselling service of the Family Court of Western Australia.

In 1985 she received a women's fellowship award to study overseas where she researched women and divorce. In August of this year Eversley is giving a paper on Aboriginal Custody in Japan at a social development conference. Over the years...
past she has given several papers on Aboriginality and has continued to work with Aboriginal families.

TRUDY HUNTER
Trudy spent 12 months as the Co-ordinator at the Mount Lawley Campus in 1982. Since then she has lectured at the Mount Lawley Campus in Special Education, and later joined the Education Department where she spent two years in an education support class at Beaconsfield Primary School. She is currently employed as an Education Officer for teachers and parent support, at the Education Department.

VICTOR HUNTER
Vic worked as Co-ordinator of Mount Lawley in 1983, and went on to a similar position at the Mitchell College of Advanced Education (NSW). He worked 12 months with the North Coast Institute of Aboriginal Community Education in New South Wales. He is currently employed as Education Consultant with the Catholic Education office of Western Australia.

MINGLI WANJURI NUNGALA (Formerly MOREEN McGLADE)
Mingli spent 12 months as a Co-ordinator with the Mount Lawley Enclave in 1983 and went on to find employment with the Prime Minister and Cabinet in a research capacity. She is currently unemployed although is considering furthering her studies at the Western Australian Institute of Technology (WAIT) or Murdoch University.

PENNY LEE
Penny came to the Enclave on a short term appointment and left for a two year contract teaching in the Education Department of the Western Australian College of Advanced Education (W.A.C.A.E.). Penny’s special interest is in multicultural education.

ELAINE AZIZ
Elaine spent 12 months as a Co-ordinator at Mount Lawley in 1985. She is now a research officer and sub-editor for Aboriginal Education Resource Unit within the Western Australian Education Department.
CHAPTER 3
THE NEDLANDS CAMPUS

The Nedlands Campus did not follow precisely the pattern of the Mount Lawley enclave.
To begin with the W.A.C.A.E. Campuses were not officially an amalgamated group until towards the end of 1981, and as the Nedlands College was a Secondary Teaching College as opposed to a primary teaching college which Mount Lawley was, the administrative problems were separate and slightly different. However in 1979 Maureen Stepanoff began instigating an Aboriginal and multicultural study program including an enclave. As with Mount Lawley there were administrative and funding problems, however by 1980 Maureen had been appointed Co-ordinator of Aboriginal and Multi-Cultural education and worked unofficially as enclave co-ordinator. The first official Aboriginal group came in as the 1982 intake after several students had come in through the Mount Lawley testing programme.

Vicki Reich and David Hudson at the Nedlands enclave.
Maureen and the following enclave co-ordinators of the Nedlands campus worked hard and tirelessly to establish it. The co-ordinators of the Nedlands enclave came from different backgrounds and had wide experiences in various areas. Following is information on all the Nedlands co-ordinators.

**MAUREEN STEPANOFF**

While lecturing at the then Nedlands College, Maureen fostered the beginnings of the Aboriginal enclave of that College. She took leave at the end of 1983 to have a child, and in 1985, 86 returned to part-time teaching in W.A.I.T. in Aboriginal and Multicultural Education. She is returning to W.A.C.A.E. next January as lecturer in Aboriginal and Intercultural Studies.

**PAULINA GARRETT**

Paulina worked at both the Mount Lawley and Nedlands campuses for the first 6 months during her employment with W.A.C.A.E., and then worked full time at Mount Lawley from 1982 until 1984. She was employed as academic advisor, a position previously called academic tutor. Throughout that period she worked also as enclave co-ordinator whenever required. In June 1984, Paulina began working as an Education Officer in the Aboriginal Education Section of the Commonwealth Department of Education in Perth, and transferred into the same position in Darwin in October 1985 where she remains.

**SHIRALEE LYNCH**

Shiralee was the first full time co-ordinator for the Nedlands campus where she worked for 12 months between 1983 and 1984. Since this period she has temporarily resigned from the workforce and has an 18 month old baby to care for.

**HELEN STOKES**

Helen worked as Co-ordinator of the Aboriginal enclave at the Nedlands Campus in 1985, and is currently employed as Co-ordinator of the Advanced Education Entry Certificate (AEEC) Internal program.
CHAPTER 4
OFF CAMPUS CENTRES

Taking study courses to country or remote areas is not something new to the WACAEC. External studies is an area which has been well researched, beginning with the initiatives addressing the issue of training Aboriginal teacher-aides, (Western Australian Education Department, 1975), which was refined and extended by Eileen Davis and John Sherwood of the Aboriginal Teacher Education Program. This need to gain a growing number of Aboriginal support staff everywhere, was brought to the attention of the college initially in 1975, a report was prepared for the Aboriginal Teacher Education Program (ATEP) at Mount Lawley College by Bruce Keane of the Department of Practical Teaching (The Keane Report, 1975). This was a collation of all past research plus information given by all Department and or persons experienced in Aboriginal Education. The Keane Report investigated the feasibility of a proposal for a course for the training of Aboriginal Teacher Aides. While these proposals were not converted into active models, the report itself was the springboard into off-campus programs because the need for Aboriginal teachers was clearly identified, and the voices in remote communities were being heard.

In response, Eileen Willis researched alternative approaches to train Aboriginal people in the wider community. From this study the pre-tertiary courses of AEEC (Advanced Education Entry Certificate) and GEC (General Education Certificate), were devised and introduced as an external, part-time twelve months study in preparation for tertiary study. Based on this model, the AEEC course was then introduced as an on campus intensive 16 week training, made available in 1985 at Claremont campus to those persons finding success in the mid year “testing”. It is envisaged that these courses be made available at a different campus every year. In 1986 it is available at Churchlands campus.

It was of course by this stage a well known fact that the

training of Aborigines as teachers was a necessary and highly successful program, and by 1983 twenty seven Aboriginal people had graduated as teachers, one had graduated in an Associate Diploma in Applied Arts and Sciences, and they had achieved this through the enclave support system. The question was asked, “How many more Aboriginal people would be graduates if they were not compelled to leave their communities in order to attain this?”

Teacher education courses, such as the one offered at Mount Lawley College, are conducted in a reasonably familiar social and cultural environment for the student. For the vast majority of students the campus experience is familiar and comfortable, but for Aborigines who have been socialized in a different lifestyle and value system, the on campus experience is unfamiliar, potentially threatening and devoid of the comforting reality they expect. A far more acceptable alternative is for teacher education to be offered within their own community utilizing the combined resources of a metropolitan teacher education college and the local

The RADOT report researched by Doug Hubble highlighted the need and feasibility of an off-campus teachers college in a country town, particularly where AEEC and GEC were well attended and running successfully. In 1983 the first off-campus teacher education course was established in Broome and on July 1st 1986 9 out of the 13 students officially graduated as teachers, the remaining students will graduate later this year.

Broome students departing from Broome airport to West Kimberley communities on teaching practice in second year (1984). From left, Chris Bin Kali, Kim Mackay, Valerie Albert, Andrew Sampi, Linda Dean and the pilot.

On February 11th 1985 the off-campus centre began in Carnarvon with 17 students enrolled. This campus is due to graduate its students in 1987, and like Broome will close down when the intake of students graduate three years hence. Kununurra, the third off-campus centre will begin teacher education and Associate Diploma courses in 1987, although it will be conducting an AEEC course at the end of 1986 to
prepare the first intake of tertiary level study. At the time of publication, the precise number of students to be attending the Kununurra centre is unknown, however 28 have been tested to date, and it is hoped that places for 20 Diploma of Teaching students and 10 Associate Diploma of Arts students will be filled.

Each off-campus centre is equipped with an enclave co-ordinator, secretarial support and tutors. A building consisting of study areas, classroom, and library including audio visual and resource materials and all that necessitates a learning environment for tertiary study is provided.

Students at the Carnarvon Off Campus Centre from Left Kate Kilmour, Joyce Drummond, Cynthia Ugle and Mary Paul.

All Aboriginal External Education is co-ordinated by Doug Hubble, and assisted by Norma Morrison. This incorporates the AEEC and GEC programmes plus the development and running of the off-campus centres. A team of people in Perth are involved in the distant education operation, in which courses are offered by teaching departments of the college, and administered by Extension Services.

Background information about Doug Hubble and other off-campus co-ordinators is as follows:
Mr Doug HUBBLE, B.Ed. (WACAE)
Co-ordinator of Aboriginal External Programs
After graduating from Claremont College, Doug taught for a number of years in primary schools in the north of the state. Then he spent further years working in the Aboriginal Education Branch of the Education Department, and in particular, with the Aboriginal teacher development programs. He was seconded to the W.A. College in 1978 and has been largely responsible for the development of the external pre-tertiary courses for Aboriginals, and for the feasibility research into, and implementation of, the college's off-campus centres for the education of Aboriginal teachers at Broome, Carnarvon and now at Kununurra. During his time at the college Doug has continued his studies, firstly completing his Bachelor of Education degree and now working towards a Master of Education degree at the University of Western Australia.

Anthea TAYLOR B.A. M.Ed (W.Aust)
Anthea was appointed as the co-ordinator of the first off campus centre at Broome in 1983. Before commencing at

Anthea Taylor conducting a tutorial at the Mt Lawley enclave.
Broome, Anthea had lectured in teacher education at the University of Western Australia and W.A.I.T., been involved in curriculum development in the Education Department and worked extensively in Aboriginal Education both in the Education Department and the Mount Lawley College. Upon returning to Perth in 1986 she has commenced further graduate studies in Education.

Mr Tim O'KEEFFE, Dip.T., Grad-Dip. Intercult.Studies (WACAE)
Co-ordinator of the Carnarvon Off-Campus Centre.

Before commencing tertiary studies, Tim spent several years working with people from various cultural backgrounds both in Australia and overseas. Tim completed the Diploma of Teaching from Mount Lawley College majoring in Aboriginal Education and has gained experience teaching Aboriginal people in various areas of the state. He completed the Graduate Diploma in Intercultural Studies externally while teaching at Jigalong school. In January 1985, he took up the duties of Co-ordinator of the Carnarvon off-campus centre guiding the Diploma of Teaching studies for a group of Aboriginal and non-Aboriginal students. Tim is currently doing research towards a Bachelor of Education (Honours) degree at the Murdoch University in the area of the professional socialization of Aboriginal trainee-teachers.

Co-ordinator of the Kununurra Off-Campus centre.

Shirley’s interest lie in both practical teaching and in the disciplines of anthropology and linguistics and their application to the education of Aboriginal and migrant children. Recently she has carried out research into the creole language spoken by Aborigines at Fitzroy Crossing. In 1984, Shirley was seconded to work as a teacher-linguist to a number of Catholic schools in the Kimberleys where she contributed to their programs. In July 1986, Shirley became the Co-ordinator at the Kununurra Centre where both Aboriginal and non-Aboriginal students will study towards the Diploma of Teaching, or the Associate Diploma in Arts.
CHAPTER 5
TODAY’S STRUCTURE

Initially the enclave focused on teacher education but currently the West Australian College enclaves are all campus based, not course specific. However in the Eastern States they are generally course specific.

There are Aboriginal student enclaves today at Bunbury, Mount Lawley, Nedlands, Claremont, Churchlands, Carnarvon and Kununurra as part of W.A.C.A.E. These enclaves provide individual academic and social support for Aboriginal Students who are studying at the College.

With amalgamation in 1982 the college offered a wider number of courses, rather than the specialist area of teacher education. The College recognised the alternative testing program, known as the Aboriginal Student Intake Test (ASIT) as a formal entry into any course for Aboriginal people.

The opportunity to gain access to such courses as Associate Diploma in Community Studies (Youth Work) and the Associate Diploma in Social Administration which were run on the Claremont and Churchlands Campus respectively, found more Aboriginal people studying at campuses other than Mount Lawley and Nedlands.

Consequently in 1985 Enclaves were established at Churchlands and Claremont to cater for the growing number of Aboriginal students.

Heather Kemp became the first part-time co-ordinator of Churchlands and Dianne Valli, who was involved for a number of years tutoring in the pre-tertiary courses, became the first part-time co-ordinator of Claremont. Claremont was also the first campus which the Advanced Education Entry Certificate (Internal), operated.

In 1986 further expansion of the enclaves took place firstly, with the upgrading of the positions of co-ordinators at Churchlands and Claremont from part-time to full time. Lawrence Sellers and Owen Grant now occupy those positions respectively. Also in 1986 the commencement of
courses at the new Bunbury Institute saw the establishment of an enclave co-ordinated by Narelle Sanford. Narelle also co-ordinated an AEEC bridging course at the Bunbury Institute in second semester 1985 to prepare Aboriginal students for study in 1986.

The expansion of enclaves means that Aboriginal people have access and support at all the campuses of the W.A.C.A.E. with the exception of the Joondalup, Campus but if numbers of Aboriginal students justify an enclave one will be established.

Greg Martin working busily during an art lesson.

The enclave staff are part of the Department of Aboriginal and Intercultural studies and as such, need to attend regular staff meetings and to report to the Co-ordinator of Aboriginal programs, the head of the Department and the Aboriginal Advisory Committee. It is their prime aim that the enclave support system is effective in assisting more and more Aboriginal people to find success in achieving tertiary level education and awards. Job roles differ from campus to campus according to student needs. However the work of co­ordinators can be divided into three specific jobs. (a) Senior Co-ordinator (b) Enclave Co-ordinator (c) Academic Advisor,
the duty statements of which have been outlined in the appendices.
The role of enclave co-ordinator and academic advisor at Mount Lawley are separated into two specific jobs because of the large number of students. At other campuses however, where student numbers are lower these two roles are carried out by the one co-ordinator.
The senior co-ordinator or co-ordinator of Aboriginal programs oversees all the programs at the College designed to meet the needs of Aboriginal people. (A duty statement appears in the appendices).
To ask the enclave co-ordinators to describe a typical day in the enclave they will undoubtably sigh, “there is no such day”.
However many attempts have been made to describe the co-ordinators role within the enclave in order to gain insight into the workings of this system. The role of the co-ordinator is to facilitate a successful college environment for a student by supporting them in whatever way possible, be it academic or social.
Here is a list of present Aboriginal Enclave Co-ordinators with a brief background on each.

Lecturer in Aboriginal Studies, Co-ordinator of Aboriginal Programs and Chairperson of the Aboriginal Advisory Committee.
Prior to gaining the position of second only, Aboriginal lecturer in Western Australia in September 1983, Simon had taught in a remote Aboriginal community School and in the central wheatbelt. He has had experience also with tutoring Aboriginal people within the state’s prison system. Currently Simon lectures in Aboriginal Studies and is the Co-ordinator of Aboriginal programs within the College which assists him in his role as Chairperson of the W.A. College’s Aboriginal Advisory Committee. This Committee acts as a consultant to the many college programs for Aboriginal people. Simon is
a graduate of the original Aboriginal Teacher Education Program and has continued with his studies since joining the college staff.

Ms Clare MANN, B.A. (Gippsland IAE), Dip.Ed.(Flinders) Academic Advisor to Aboriginal Students Mount Lawley Campus.

Clare has been involved in Aboriginal education since completing her Diploma in Education in Aboriginal Studies in 1980. As well she has had intercultural involvement through teaching in a Maori community in rural New Zealand. On returning to Australia she worked at the Strelley Aboriginal Community School in the North West where she taught English as a second language and more recently, she worked as an education officer in the Fremantle Prison. Here, her duties included teaching literacy to Aboriginal men and developing resources for Aboriginal Education. She is currently in the process of producing books of men's illustrations and stories which could be used as readers by Aboriginal children in schools. Since joining the college in 1986, Clare has worked as the academic advisor to the forty plus Aboriginal students on the Mount Lawley Campus.

Ms Sue McGINTY, B.A., Dip.Ed. (WAust) Aboriginal Enclave Co-ordinator, Mount Lawley Campus.

Sue graduated in psychology from the University of Western Australia and her involvement in the education of Aborigines started with her teaching Aboriginal girls in Perth who had come from country areas and were living in hostels. She taught for three years in primary schools and six years in secondary schools as an English, Mathematics and music teacher. In 1977 she worked on developing a new curriculum on Integrated Humanities for Year 8 students. In 1980 she moved to Wyndham and established a drop-in centre for Aboriginal women and taught Aboriginal adults in both the prison and town. In 1981 she moved to Fitzroy Crossing and was asked by the local Aboriginal community to run English classes for Adults. Since starting with the college in 1986, Sue has been busy providing encouragement and support to the forty plus Aboriginal students on the Mount Lawley Campus.
Mr Owen GRANT, Dip. T. (WACAE)
Aboriginal Enclave Co-ordinator, Claremont Campus
Owen was born in Parramatta and spent most of his childhood in the south-east of Australia although he now feels very much at home in Perth. He is of Wirajari Aboriginal descent and is a graduate of the original Aboriginal Teacher Education Program at Mount Lawley, as is his father. On graduation, he was employed by the State education system at the Marble Bar primary school for two years. Currently, he is on secondment to the College from the Education Department and he has made valuable contributions as academic advisor to Mount Lawley Aboriginal students and as the enclave co-ordinator at Claremont. Owen has continued with his studies towards his Bachelor of Education degree, majoring in Aboriginal and multicultural education.

Mr Mark McKENZIE, Dip. T. (WACAE)
Aboriginal Enclave Co-ordinator, Nedlands Campus
Mark is a graduate of the Aboriginal teacher education program at Mount Lawley and following graduation he has taught at a Derby School. He decided to return to Perth to study full-time for his Bachelor of Education degree in 1985. Early in the year he applied successfully for the position of research officer with the Institute of Applied Aboriginal Studies. As part of the project team involved in the National Aboriginal Electoral Education Program, Mark spent thirteen weeks travelling the State, visiting selected communities and co-ordinating the trialling of the curriculum materials. Having completed his term with the Institute, Mark started in March 1986 as the enclave co-ordinator on the Nedlands Campus, a position which should offer new challenges and experiences.

Mr Lawrence SELLERS, B.A., Tchg Credential (Jersey City State), M.S.(Ed.), Pupil Service Credential (Uni. S. Calif)
Aboriginal Enclave Co-ordinator, Churchlands Campus,
Lawrence has taught in the United States’ inner city schools over a period of fifteen years. He has taught various subjects
at the following levels - early childhood, primary, senior secondary and adult education. He later earned a higher degree in those areas whilst still continuing a full-time teaching career. His last teaching assignment in Los Angeles was in bilingual education within a special academically intensified, preparatory program. It was in Los Angeles that Lawrence met his future wife, an Aboriginal Australian. He felt a kindred identity with Aborigines upon migrating to Perth and has endeavoured to use his experiences and qualifications in the context of promoting Aboriginal educational interests within the state’s prison system, and the W.A. College which he joined in April 1985.

Ms Narelle Sanford, B.Ed.(Rusden College)
Aboriginal Enclave Co-ordinator, Bunbury Institute of Advanced Education.

Narelle graduated from Rusden State College, Victoria with a Bachelor of Education degree majoring in language, literature and sociology. Since settling in Bunbury in 1983, Narelle has worked with unemployed, the intellectually handicapped and since July 1985, with Aboriginal people. With the introduction of the Advanced Education Entry Certificate Course in Bunbury in 1985, her involvement with Aboriginal people of the South-West really began.

Helen Stokes B.A. (W.A.I.T.), Dip Ed.(W. Aust)
Coordinator of the AEEC (Advanced Education Entry Certificate Internal)

Helen graduated from the Western Australian Institute of Technology with a Bachelor of Arts in Social Science with an Anthropology major, she then completed the Diploma of Education at the University of Western Australia and tutored concurrently with the Aboriginal study grant scheme. On completion of the diploma Helen taught at a metropolitan high school and then travelled overseas for two years, during which time she worked as a teacher in Greece. Returning home, she taught at Pinjarra High School and worked with Aboriginal high school children. For a short time she worked with the Commonwealth Education Department. In 1985 Helen was employed as Co-ordinator of the Aboriginal
enclave at the Nedlands College and in 1986 she became co-ordinator and lecturer of the AEEC program.
CHAPTER 6
SELECTION

HOW STUDENTS ARE FOUND AND SELECTED
(a) From selection to employment
(b) Where are graduates today?
(c) Three case studies

Advertising for, and recruitment of potential students has developed over the last 10 years to be a very comprehensive and systematic approach. The Aboriginal Student Intake Testing has become known within the Aboriginal community as an entrance into tertiary study.

Testing usually takes place in November of each year for entry into College the following year. The testing firstly involves an extensive advertising campaign using pamphlets, and a section in the Courses for Aboriginals in W.A. booklet, is also used for advertising. Sometimes the most effective way of spreading the news of testing is by word of mouth within the Aboriginal Community. The testing is carried out over

An interview as part of the intake testing in 1982 from left Joyce Trust, Trudy Hunter, Jeanette Hunter and Doug Hubble.
three days, country people are sponsored by Commonwealth Education for travel and accommodation while in Perth for the program. Applicants sit for comprehension, english and maths tests and are interviewed extensively by both staff and members of the all Aboriginal Advisory Committee at the Mount Lawley Campus.

Since 1985 there has been two testing sessions each year, one in July and one in November. The testing carried out in July is for students who wish to do the Advanced Education Entry Certificate (AEEC) internally as a means of preparation for tertiary study the following year. The testing in November is for Direct Tertiary Entry into any of the courses offered by the W.A.C.A.E.

All the results of testing done by applicants in July and November are viewed by the Aboriginal Advisory Committee and it is that group that make the recommendation of offers to prospective students for entry into College courses.
CHAPTER 7
GRADUATES

Herein are the 47 graduates who have come through the system prior to 1985, that being the November testing program and Direct Tertiary Entry. They have come from diverse backgrounds to increase the much needed number of tertiary qualified Aboriginal people. Unfortunately we were unable to make contact with all graduates, however here is a follow up of what and where some of the people are today.

1978 DIPLOMA OF TEACHING (PRIMARY)
Magaret DENT (nee BEAR)

After graduation Margie Dent applied for a teaching position in the Government primary schools and began working at Carnarvon Central Primary School in 1980, where she remained until the end of the school year in 1981. In 1982 and 1983 she taught at the Harvey Primary School, 1984 at the Waroona District High School, and since 1985 she has been teaching at the Mundaring Primary School.

Students from the first intake in 1976 Peter Buckskin (formerly Lyall Zwekle) and Margaret Dent (nee Bear), with science lecturer Bill Laidman.
Barry HAYWARD
Barry received normal entry into College and taught at the Wiluna Special Aboriginal School during 1980 and 1981. In 1982 he began teaching at the Glencoe Primary School at Halls Head in Mandurah and has been there ever since.

Victor HUNTER
Vic began working after graduating, as Co-ordinator at the Kulila Association, an alcohol rehabilitation centre. During this time he worked concurrently as a part-time teacher in a metropolitan prison. Between 1982 and 1983 he was co-ordinator of the Aboriginal Enclave at Mount Lawley. During 1983 and 1984 he did the same work in the enclave at the Mitchell College of Advanced Education in Bathurst N.S.W. for 1984 and 1985 he worked as Executive officer of the Institute of Aboriginal Community Education at the Northern Rivers College of Advanced Education in Lismore, N.S.W. Since 1984 he has been working with the Catholic Education office in Western Australia as an Education consultant on Aboriginal Education.

Mingli Wanjuri NUNGALA (formerly Moreen McGlade)
Mingli began working after graduation with the Guildford Education Centre and later was employed by the Commonwealth Department of Education as an Education officer. In 1983 she worked as Co-ordinator in the Aboriginal Enclave at Mount Lawley. From here she went onto a research position with the Prime Minister and his Cabinet. Mingli is currently unemployed, however she is planning to further her studies at either the Western Australian Institute of Technology or Murdoch University.

Peter BUCKSKIN (formerly Lyall ZWEKLE)
Peter went from College to teaching in the Catholic College in Broome, Nulungu. He remained there until taking up a teaching position at Warriappendi Alternative School in South Australia. Between 1981 and 1982 he worked as the Director of the Aboriginal Community Centre of South Australia. Since 1984 Peter has been employed as the Chairperson of the South Australian Aboriginal Education Consultative Committee, a
position he was appointed to by the South Australian Minister for Education.

1979 DIPLOMA OF TEACHING (PRIMARY)
Graeme GOWER
On graduating Graeme returned to his home area and worked as a teacher in charge of a small school called Kimbolton Primary School on a cattle station North of Derby. It closed in the third term and Graeme transferred to Broome District High School. Graeme taught at Parabadoo in 1981, 1982, and from 1983 onwards he has been teaching at the Derby District High School.

Lindsay GRANT
Lindsay continued to study for a Bachelor of Education after receiving his Diploma of Teaching, while working part-time with the Aboriginal Development Commission in Canberra, A.C.T. In 1986 he was employed with the Department of Aboriginal Affairs in Wagga Wagga New South Wales, while lecturing part-time at a Bible College in Wagga Wagga and tutoring Aboriginal inmates in a Goulbourn Prison, New South Wales.

Margaret JOHNSON (nee WEBB)
Margie received normal entry into College and on graduating returned to her home area where she worked as a teacher at the Kalumburu Primary School. From 1980 until 1982 she taught at the North Tom Price Primary School and from 1983 has been teaching at the La Grange Primary School.

1980 DIPLOMA OF TEACHING (PRIMARY)
Suzanne BOWLES
Suzanne received normal entry into College, and returned to her home town after graduating. She taught at the Broome District High School from 1980 until 1983. In 1984 she took 12 months leave without pay from the Education Department and completed her Bachelor of Education. Since 1984 she has been working at the Lockridge Primary School.

Simon FORREST
During 1980 while finishing his Diploma of Teaching Simon tutored at Fremantle prison. In 1981 he taught at Cundeelee
a remote Aboriginal Community School east of Kalgoorlie. During 1982 and 1983 he taught at the Kellerberin District High School. Since 1983 he has been working as a lecturer at the Western Australian College of Advanced Education, Mount Lawley and studying part-time. This year he included Co-ordinator of Aboriginal Programs to his lecturership at Western Australian College of Advanced Education and has recently graduated with a Bachelor of Education.

**Ethel McLennan**

Ethel also returned to her home area after graduating and worked in Adult Education in Kununurra teaching in a literacy and numeracy program. In 1981 she worked for Argyle Diamonds as a sorter and in the C.R.A office. Since 1983 Ethel has been working at Batchelor College in the Northern Territory, tutoring part-time in the general Education Course, Adult Education and the School of Australian Linguistics. She also works part-time as a library assistant.

**Lynda Ryder**

In 1981 Lynda taught at the Onslow Primary School, with her teacher husband. Since 1983 she has been teaching at the Carnarvon Primary School.

*Roseanna Dean and Lynette Winmar working in a language laboratory.*
1981 DIPLOMA OF TEACHING (PRIMARY)
Rosanna DEAN
Rosanna has worked since graduating in positions that have combined teaching and health. In 1982 she worked as a Family Aide at the Aboriginal Child Care Agency. In 1983 and 1984 she was employed with the Health Promotions Department as a Health Education officer. Since 1985 Rosanna has been working in the staff Development Branch within the Health Department of Western Australia, where she travels throughout the state teaching in areas of health.

Danny FORD
Danny began work with the Department for Community Services in Katanning as a District Officer where he remained until 1985. He then moved to Perth and has been working since then with the Department of Community Services at Mirrabooka.

Sandra HARRIS
Sandra worked in Aboriginal Access with the Balga Technical College in 1981 and 1982. In 1983 she taught at the Waggrakine Primary School in Geraldton, and in 1984 taught at the Wanneroo Junior Primary School. She spent one year at the Inglewood Primary School and this year teaches at the Kewdale High School.

Bernard RYDER
Bernie went from College with his teacher wife to Onslow Primary School in 1981. From 1983 until 1985 he taught at the East Carnarvon Primary School, and this year he has transferred to the Carnarvon Senior High School.

Verna VOS (nee REDDINGUIS)
Verna spent her first year out of College split between teaching in both rural and urban schools, these being Leonora Primary School and Westfield Primary School. In 1983 and 1984 she taught at Lockridge Junior Primary School. Verna is currently on maternity leave and studying for her Bachelor of Education.
1982 DIPLOMA OF TEACHING (PRIMARY)  
Caron FARMER  
Caron taught for the remainder of 1983 after graduating, at the Capel Primary School. During 1984 and 1985 she taught at the Katanning Primary School, and this year began teaching at the Bungaree Primary School in Rockingham.

Owen GRANT  
Owen entered College through the normal entry and took his first teaching position at the Marble Bar Primary School where he remained during 1983 and 1984. In 1985 he returned to Perth and became Academic Advisor to the Aboriginal Enclave at Mount Lawley. This year he has been appointed co-ordinator of the enclave at the Claremont campus.

Kayleen HAYWARD  
Kayleen taught in her first year out of College at the West Northam Primary School. In 1984 and 1985 she moved North and taught at the Onslow Primary School. This year she has been teaching at the East Carnarvon Primary School.
Lynette WINMAR

Lynette worked for a short time after graduating at the Aboriginal Legal Service. In 1984 she taught at the One Arm Point Primary School near Broome. Since 1984 she has been teaching at the East Carnarvon Primary School.

1982 DIPLOMA OF TEACHING (SECONDARY)
Camis SMITH

Camis went back to the North after graduating and in 1983 and 1984 taught at the Pundulmurra Special Aboriginal School. In 1985 he taught at the Tom Price District High School. Since 1985 he has been working as a band two adult educator with Technical and Further Education (TAFE) in Katherine, Northern Territory, where he co-ordinates adult education in plant machinery operation.

ASSOCIATE DIPLOMA IN APPLIED ARTS AND SCIENCES
Helen LAWRENCE

Helen was the first Aboriginal graduate of the Associate Diploma in Applied Arts and Sciences and found her first job as a research assistant for Flinders University, South Australia in Aboriginal Education. Helen was given an honorary position when she was elected to the Children’s court. Currently she is employed as an Aboriginal Liaison officer with the Department of Social Security in Midland.

1983 DIPLOMA OF TEACHING (PRIMARY)
Tracey KICKEIT

Since graduating Tracey has been teaching at the Guildford Aboriginal School. (SEE CASE STUDY PAGE 40)

Mark McKENZIE

Mark returned to his home area after graduation and taught for one year at the Derby Holy Rosary School, and in 1984 found employment in Perth with the Institute of Applied Aboriginal Studies, (I.A.A.S.) at Mount Lawley in a research capacity. This year he has been appointed Co-ordinator at the Aboriginal Enclave at the Nedlands Campus of the Western Australian College of Advanced Education.
Sandra MOSELEY (nee GOWER)
Sandi took her first teaching job at Tardun Primary School from 1984 until 1985. This year she has moved closer to her home area and is teaching at Wyndham District High School.

Barbara MURPHY (nee CLAYTON)
Barbara has been working since she left College in the East Kimberley area at GoGo Primary School, Fitzroy Crossing.

1984 DIPLOMA OF TEACHING (Primary)
Normae BENNETT
Since graduating Normae has been utilising her teaching qualification within the Health Department of Western Australia, where she is employed as a Staff Development Officer, In the Aboriginal Health Worker Program.

Cherry YATES
Cherry’s first year out of College found her working at the Department of Aboriginal Affairs, and in 1985 she began teaching at the Rostrate Primary School in Willeton. This year in 1986, she has been teaching at the Wyndham District High School

Errol THORNE
Errol’s first year out of College was a split teaching year, where he worked at the West Lynwood Primary School and as Recreation Officer at Fitzroy Crossing. In 1985 he taught at Halls Creek District High School and this year is at Mullewa District High School

DIPLOMA OF TEACHING (Secondary)
Jodie CHARLTON
Jodie went back to College in 1985 and completed her Bachelor of Education. She is currently teaching at Clontarf (Aboriginal Education and Training College).

Vanessa EDWARDS
Vanessa went to South Australia on graduating and found employment in the South Australian Commonwealth Education Office where she worked as an Education Officer. In 1986 she returned to her home and taught Maths and Physical Education at the Eastern Goldfields Senior High
School, Kalgoorlie. She is currently doing relief teaching at Esperance Senior High School, and is self employed in a partnership as a graphic and commercial artist. Vanessa also writes freelance for a local newspaper.

**ASSOCIATE DIPLOMA IN APPLIED ARTS AND SCIENCE**  
Deborah ELDRIDGE

Debbie is the second Aboriginal Graduate of the Associate Diploma in Applied Arts and Sciences, and since graduating has been studying at the Western Australian Institute of Technology, (WAIT) full time for a Bachelor of Arts in Social Science. She has 12 months to go before completion.

**ASSOCIATE DIPLOMA IN HEALTH EDUCATION**  
Anne POELINA

Anne who entered the College as an already qualified nurse, was one of the first Aboriginal graduates of the Associate Diploma in Health Education. After graduating she returned to her home and worked as an Aboriginal Health Worker at the Kimberleys Research Centre in Broome. She moved to Kalgoorlie and worked as a health educator and clinic sister with the Aboriginal Medical Service, where she still lives and works. She has furthered her studies by receiving a Graduate Diploma in Aboriginal Education at the Armidale College of Advanced Education, in New South Wales. She is currently enrolled at W.A.I.T. for a degree in multidisciplinary science.

**Laurel YARRAN**

Laurel was also one of the first graduates of the Associate Diploma in Health Education, she studied concurrently while working at the correspondence section of the child health unit in the Public Health Department. Since then she has established and co-ordinates the first Aboriginal Child Care and pre-school centre in Perth called “Gurlongga Nijininj”.

**ASSOCIATE DIPLOMA IN LIBRARY MEDIA**  
Vicki REICH

Vicki and her mother are the only two Aboriginal people to have graduated in the Associate Diploma in Media Library and since graduating Vicki has been on a working holiday around Australia. (SEE CASE STUDY PAGE 43)
Mary REICH
Mary has not been working since her graduation, however she is registered with the Public Service Board.

BACHELOR OF EDUCATION
Suzanne BOWLES
(SEE 1980)

ASSOCIATE DIPLOMA IN RECREATION
David HUDSON
David is the first Aboriginal graduate of the Associate Diploma in Recreation and on graduating he travelled to America where he performed in the Australian Art Expo, performing in Aboriginal Dances and playing the didgeridoo. Returning to his home in Queensland, David gained full time employment with the Queensland Arts Council, where he toured performing his art to Queensland Primary Schools. This year he is on an 8 month tour of Australia with a Country Music Show.

1985 DIPLOMA OF TEACHING (PRIMARY)
Linda DEAN
Linda is one of the first graduates from the first off campus centre at Broome and has not yet found employment.

Andrew SAMPI
Andrew is also one of the first graduates from the first off campus centre, and has found teaching employment close to his home at the Lombadina Primary School. (SEE CASE STUDY PAGE 42)

DIPLOMA OF TEACHING (SECONDARY)
Lucina CROSS
Since graduating Lucina has begun teaching at the Lynwood Senior High School.

ASSOCIATE DIPLOMA APPLIED ARTS AND SCIENCE
Anthony LEE
Tony studies part-time while working as a public servant. (SEE CASE STUDY PAGE 42)

Karen YU
Karen has been working in the Aboriginal Education section
of the Commonwealth Department of Education since graduating last year. Karen has returned to study a Diploma of Teaching this year.

Marlene BRUCE
Marlene has continued her studies, and is currently studying at Murdoch University where she is majoring in Women's studies and Psychology.

ASSOCIATE DIPLOMA IN RECREATION
Marion CHALKER
Marion is only the second Aboriginal graduate of the Associate Diploma in Recreation and is continuing her studies at the Claremont Campus of the Western Australian College of Advanced Education, in Social Administration.

BACHELOR OF EDUCATION
Jodie CHARLTON
(SEE 1984)
Simon FORREST
(SEE 1980)

TOTAL ABORIGINAL GRADUATES SINCE 1976
DIPLOMA OF TEACHING (PRIMARY) 31
DIPLOMA OF TEACHING (SECONDARY) 4
ASSOCIATE DIPLOMA IN APPLIED ARTS AND SCIENCE 5
ASSOCIATE DIPLOMA IN HEALTH EDUCATION 2
ASSOCIATE DIPLOMA IN LIBRARY MEDIA 2
ASSOCIATE DIPLOMA IN RECREATION 1
BACHELOR OF EDUCATION 3
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Tracey KICKE TT
Tracey was born on March 1 1963 at Middle Swan and grew up in the Metropolitan area in a family of 5. For a short period however she lived in the country although this is not a period in which she remembers well. She spent grades 1 and 2 in Tammin and grades 3 till 7 at Koongamia school in Greenmount.
First year High School she did at Forrestfield High and Second and Third year at Swanview, with every intention to finish school there, however the school failed to continue on to Fourth and Fifth years (at the time), as she was led to believe. She consequently went back to her local school at Governor Stirling for her Fourth and Fifth years.

On completing school she was accepted into the A.T.E.P. program at Mount Lawley in 1981. Together with 26 Aboriginal colleagues. Many of these withdrew and 3 graduated in that final year, three years hence.

Tracey encountered through the enclave a support that she claims was instrumental in her graduating as a teacher. This was not only obvious support through tutors and enclave advisors, but also support and friendship with her colleagues within the enclave. A valuable experience for her was meeting and relating to Aboriginal people from throughout the state with diverse backgrounds. This is an experience she would have been deprived of had it not been for the enclave bringing Aboriginal people together to study.

She graduated in 1983, and began working in the Guildford Aboriginal School. The School comprises an all Aboriginal student population, approximately 60 children.

Tracey teaches years two and three and has an average of 20 pupils. She feels satisfaction and enjoyment teaching Aboriginal children, as she knows the benefits for students in having an Aboriginal teacher, in that they can best adapt the curriculum to suit the pupils' needs.

In the future Tracey would like to teach in remote areas.
Anthony LEE
Tony Lee was born in Broome and educated in Broome, Darwin, Geraldton, Clontarf and Perth. While he has lived the past 5 years in Perth he still feels very much at home in his own community. On leaving school, Tony worked in a Government office in Broome for two years and as a teaching assistant at Saint Mary’s Primary School in Broome. His work since that time has been in various public service positions, while concurrently studying at a tertiary level. This includes miscellaneous studies towards a Bachelor of Arts degree at Murdoch University, and W.A.I.T. and graduating from the W.A.C.A.E. Mount Lawley with an Associate Diploma in Applied Arts and Sciences, (majoring in Aboriginal and Intercultural studies.) in 1985. Tony hopes to continue with a Bachelor of Arts in Aboriginal and Intercultural Studies at Mount Lawley.

His current official and voluntary community services board list is an indicator of how politically minded Tony is, while at the same time being intimately in contact with the realities of his people.

Some of the Committees Tony serves on are the W.A.C.A.E. Aboriginal Advisory Committee, Treasurer Aboriginal Intercultural Exchange Support Group, Chairperson, Interim Board of Clontarf Aboriginal Education and Training College. This diverse range of activities ensures that Tony is able to give an Aboriginal perspective in many areas.

Andrew SAMPI
Andrew was born in Broome in 1954, where he lived and was educated, although from the age of 7 Andrew spent most of his school holiday at Djarindjin (Lombadina) where his grandfather lived.

On completing primary school at Saint Mary’s in Broome, he went onto further his education at Derby District High School while boarding at St Josephs hostel for 3 years, and attained his high school certificate. Between 1971 and 1973 Andrew worked at a variety of jobs including apprentice electrician, bricklayer, storeman, stable hand, fish mongering pearl diving and cleaning oil from the engine room in ships.
For almost 5 years he lived and worked at Cygnet Bay, a cultured pearl farm on the Dampier Peninsula, as a labourer, diver and cultured pearl technician.

In 1977 Andrew returned to Djarindjin and worked as a baker while awaiting a teaching assistant position. During these five years, he worked as a teaching assistant and married. When the first off campus centre was established in Broome, Andrew and his wife moved to Broome where Andrew enrolled a a full-time student teacher at the Centre. During his 3 year study period, Andrew’s wife passed away. Andrew graduated as a teacher in November 1985 and has returned to Djarindjin where he now teachers years 3, 4 and 5.

Vicki REICH

What years did you study within the enclave?
“I studied at the Western Australian College of Advanced Education in Nedlands from the beginning of January, 1983 and completed my studies at the end of December, 1984.”

Which course did you study?
“I enrolled at the College to do the ‘Associate Diploma in Library Media.’”

What were your experiences within the enclave?
“This is an easy question to answer. I feel that without the help and encouragement from fellow students, tutors and the Co-ordinator of the enclave, I would not be where I am today. I remember when I first enrolled at the Campus. There was about 20 of us Aboriginals and we sat across the room just looking at each other, no-one daring to say a word. But that soon changed. The co-ordinator (Ms Shiralee Lynch) went out of her way to get to know each of us and she encouraged us all to get to know one another. She encouraged us to discuss our feelings and thoughts concerning tutorials and any problems that we were having with the course that we had chosen. Once we got over our shyness and ‘aired our views’ it was marvellous, I thoroughly enjoyed the course and friendships that developed with our members of the enclave and Campus.

The enclave was a wonderful and very enlightening
experience in this period of my life. It was not only a place for us to go and study and take out our frustrations, it was a place to socialise and to discuss our grievances and also our high points (which I might add outweighed the grievances 10 to 1).

I feel a great appreciation towards my tutor at the time, Mrs Jean McDonald, without her there is no way that I could have completed the course with honors that I received. She made me realise (and she encouraged) that to be good to at what I wanted to be, took study and hardwork. With good times thrown in between, it was well worthwhile. For her encouragement and discipline, I will be forever grateful.

I would like to see that enclaves be established in all Campuses and Educational Institutions. With the help and urging from a good co-ordinator or tutor, an Aboriginal student partaking in any course at any such educational institution will achieve their goals and develop into the person that they want to be.

Whoever the person was who first thought of establishing Enclaves in educational institutions should be congratulated. I for one would like to shake their hand and thank them for helping me to become the person that I am today.

What work have you been doing since graduation?

"Since finishing my course in December 1984, I have been travelling around Australia, doing various types of employment and enjoying the experiences that I was getting. In May, 1985, I came to Mount Isa, Queensland. In July 1985 I secured a Job as Office Supervisor with the North Queensland Games Foundation. I enjoyed working for the Foundation. Almost everything that I learnt in college benefited me during my employment. I left the North Queensland Games Foundation in May 1986 and I am currently working as a Clerical Assistant - Grade 3 with the Aboriginal Development Commission, Mount Isa Branch.

I thoroughly enjoyed my time at the enclave on the Nedlands Campus. The people involved with the Enclave re-inforced my beliefs in myself and helped me to develop both personally and professionally. It also gave me the ability to approach and handle a task/situation, whether it be large or small, with
a confidence that I never thought I was capable of. Leaving me with a great feeling of self-satisfaction.
CLOSE
The humble beginnings of the Mount Lawley enclave ten years ago demonstrated that if given the opportunity Aboriginal people can excell, even in a field where, there had always been a lack of encouragement and opportunity such as education. Mount Lawley Enclave was a part of a embryonic process that now sees Aboriginal enclaves in almost every tertiary institution in Australia.
Enclaves or some similar type of system would have eventually have made its way into tertiary institutions. Individuals fought hard in those early days to establish enclaves and to make sure the wider educational bodies didn’t perceive enclaves as lowering educational standards. Those individuals are due thanks, having fought for something they believed Aborigines had a right to.
IF YOU DON'T FIGHT YOU LOSE
APPENDIX I

DUTIES OF CO-ORDINATOR OF ABORIGINAL PROGRAMS:

1. To be responsible to the Head of the Department for Administration of the Aboriginal Program Section, Department of Aboriginal and Intercultural Studies.

2. To report to the Aboriginal Advisory Committee on all aspects of the enclaves and pre-tertiary courses.

3. To communicate with, and liaise between, various Aboriginal community groups and to assist with their tertiary educational aspirations.

4. To co-ordinate and supervise the promotion of college courses amongst Aboriginal people and to conduct appropriate recruitment and selection programmes.

5. To liaise with College registry staff in the matter of Aboriginal Student Intake Testing, student admissions and withdrawals, and student academic progress.

6. To liaise with campus secretaries on the matter of enclave accommodation and facilities.

7. To co-ordinate and supervise the tutoring, counselling and welfare services provided for Aboriginal students associated with the enclaves located on metropolitan campuses and distant off-campus centres.

8. To liaise with College student welfare services on the matter of student loans and repayments and general welfare.

9. To co-ordinate and supervise the academic status and administration of the pre-tertiary courses, both external and internal.

10. To manage staff, both academic and general, associated with the enclaves and pre-tertiary courses and to provide for staff development through weekly staff meetings; and seminars in liaison with the College’s staff development officer.

11. To draft submissions, estimates, reports etc. for special

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funds and to liaise with the funding bodies such as Commonwealth Department of Education (CDE), the Department of Aboriginal Affairs (DAA) of the National Aboriginal Education Committee (NAEC).

12. To prepare descriptive material, brochures, duty statements, registers of staff and students, and maintain a central filing system on all aspects of the work of the enclaves and the pre-tertiary courses.
APPENDIX II
DUTIES OF THE ENCLAVE CO-ORDINATOR;

1. Report to Senior Co-ordinator and Head of Department
   a) The general state of enclave, and
   b) any serious developments likely to affect the public
      image of the enclave as well as any serious internal
      disorganization or disruption, likely to affect the
      progress of students.
      These are to be reported immediately.

2. Provide statistics at mid semester and end of semester on
   student retention rates to Senior Co-ordinator and Head
   of Department.

3. Provide analysis at end of semester on main areas of
   progress or difficulties.

4. Consult with Senior Co-ordinator and other staff on
   management of enclave.

5. Administer finance of enclave in consultation with Senior
   Co-ordinator.

6. Support other enclave staff including other enclave co-
   ordinators.

7. Work with other enclave staff on advertising, testing and
   intake procedures, including orientation.

8. Attend departmental staff meetings.

9. Until the appointment of Enclave Services Officer:
   a) establish and maintain an awareness of each student’s
      general situation;
   b) assist students to develop strategies to obtain
      accommodation, child care, resolution of financial
      problems, and health care etc, and
   c) where necessary, refer students to appropriate welfare
      agencies and counselling services etc.

10. Hold regular student meetings and forward resolutions
    to Senior Co-ordinator.

11. Assist as necessary with the organization of cultural events
etc, and supervise maintenance of the enclave common room, its cleanliness etc. Resolve any conflicts, ie use of facilities.

12. With academic advisor and clerical staff maintain filing system.

13. With academic advisor respond as required to general college staff requirements.

14. Liaise with the Aboriginal Advisory Committee to the W.A. College.
APPENDIX III
DUTIES OF ACADEMIC ADVISOR;

1. Organize and supervise student/tutor relationships, recommending tutors to Commonwealth Department of Education for appointment and liaising with C.D.E. as necessary.
2. Conduct formal interviews per semester with each student, to ascertain student needs and progress.
3. Provide ad hoc tutorial assistance as required by students and assist them to devise and follow through strategies for dealing with problems arising in connection with lectures, tutorial presentations, assignments etc.
4. If possible and as required, organize and teach sessions on examination technique, assignment preparation and presentation etc. with groups of students.
5. Working closely with enclave co-ordinator, take responsibility for academic matters thus, complementing enclave co-ordinator's responsibilities in other areas of enclave management and general student welfare.
6. Assist in maintaining filing system.
7. Assist with statistics to be produced by co-ordinator each semester.
8. Respond as required to general college staff requirements.
9. Assist with advertising, testing and intake procedures including orientation.
10. Attend staff meetings of department.
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