



# **Australian Education Union**

## **Report on the Annual**

### **Aboriginal and Torres Strait Islander**

#### **Education Seminar**

*Whose Business? Everybody's Business! -Forging partnerships and making agreements between Aboriginal and Torres Strait Islander communities and educational institutions.*

January 2003

Adelaide

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Federal Office  
120 Clarendon Street  
Southbank VIC 3006*

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## Introduction

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Each year, the Australian Education Union (AEU) hosts an Aboriginal and Torres Strait Islander Education Seminar as a part of the Annual Federal Conference program.

The 2003 Seminar was held in Adelaide, on Tuesday, 14th January, with the theme:

*Who's Business? Everybody's Business! -Forging partnerships and making agreements between Aboriginal and Torres Strait Islander communities and educational institutions.*

Approximately 75 Indigenous and non-Indigenous educators from the Union and other State, National and International educational organisations, attended the Seminar to assist in the development of a set of principles for making agreements between various sectors of the education system and Aboriginal and Torres Strait Islander peoples and communities (see Attachment A for a list of Seminar participants).

Participants heard from an esteemed panel of National and International educators, who spoke on their areas of expertise. Participants then broke in to sectoral workshop groups to discuss issues related to agreement-making, and develop a set of guiding principles.

Not surprisingly, the principles developed during these concurrent workshops all had similar themes. Because of this, this collated version of the notes will contain only one set of principles, which are applicable across all sectors. Additionally, the outcomes from the secondary and primary workshops are collated together in this document, due to their similarities.

The views expressed in this document are an attempt at presenting an accurate record of the discussions which occurred at the workshop sessions. There are many 'gaps' in the information, which is reflective of the numbers of people from each State and Territory who attended each workshop, and the various levels of knowledge of the participants. They are not an attempt to provide an overall 'mapping' of activities nationally, and they do not necessarily reflect AEU policy.

They should therefore be read as a guideline, developed by educators, to better enhance the work in this area that teachers and educators do with Aboriginal and Torres Strait Islander peoples.

The AEU would like to acknowledge the Seminar participants for their work and input in to the development of this document. Without their intelligent and insightful participation, passion, commitment, dedication and drive, this document would not have been produced.



Darcel Moyle  
Federal Aboriginal Education Officer  
Australian Education Union  
March 2003

## Early Childhood

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This workshop concentrated primarily on Preschool education

### Snapshot of State and Territory Activities

Participants provided a snapshot of activities within the sector, and some cases within the Union, but were not prescriptive about agreement-making.

#### *New South Wales*

- Services provided through a mixture of community , private and public providers
- Approximately 70 centres are run by the State
- The Department of Community Services have primary responsibility for the sector
- The Department of Education is a stakeholder

#### *Victoria*

- Pre-school teachers are covered by the AEU
- Services provided through a mixture of community, private and public providers

#### *Tasmania*

- Services are provided through the education system
- Centres are attached to schools
- There is an 0-16 years curriculum framework

#### *South Australia*

- Services are provided through the education system
- Centres are attached to schools
- District Office runs specific programs for Early Learning. These programs include parental involvement.

#### *Australian Capital Territory*

- Services are provided through the education system
- There are 81 sites, some attached to schools, some are not
- The centres are staffed by trained teachers
- There are no Indigenous directors

#### *Western Australia*

- An inquiry recommended the need to move ECE services in to the education system. This is occurring
- There is now full-time provision of pre-school services

### *Northern Territory*

- Services are provided through the education system
- Centres are attached to schools
- Provision is available for students who are four years of age and older

### *Queensland*

- Services are provided through the education system
- Centres are attached to schools
- They are operated on a sessional basis (i.e. morning session, afternoon session)
- A three year trial providing full-time preschool for four to four and a half year olds is currently underway

## Issues/Barriers

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There were a number of recurring themes gleaned from the various issues discussed in the workshop. These included:

*There are inconsistencies in the provision of ECE services across Australia.*

Identified inconsistencies included:

- Staffing ratios;
- Staffing qualifications;
- Funding models for employment are based in some places on enrolments, in others on attendance, and in some instances, student needs.

*There is a lack of communication between stakeholders.*

Communication issues were identified as occurring between:

- The system and Aboriginal and Torres Strait Islander communities and vice-versa;
- The ECE and schooling sectors; and
- Government agencies (both within and across).

*The people in systems need to develop better knowledge about Aboriginal and Torres Strait Islander peoples, histories, communities and cultures.*

Issues identified include:

- There is a one-size fits all approach, which is inflexible;
- Decisions are often made on inaccurate or inadequate data;
- Teachers are often not adequately prepared, or informed to teach Aboriginal and/or Torres Strait Islander students;
- Communities are not always informed about the value and importance of their involvement in systems, yet they are required to participate;
- The school year is often not supportive of seasonal/cultural calendars and other community situations;
- There needs to be compulsory Aboriginal and Torres Strait Islander studies in all teacher education courses;
- Many people operate using the deficit model;
- Real role models are needed to reflect the reality;
- Government departments need to become more creative and flexible in their delivery of services;
- Teachers need to be fair, just and confident in dealing with Aboriginal and Torres Strait Islander families and communities;
- Systems need to be accountable to Aboriginal and Torres Strait Islander peoples their communities; and
- Consultation and negotiation needs to occur between Aboriginal and Torres Strait Islander communities and systems.

*Aboriginal and Torres Strait Islander peoples and communities need to develop better knowledge about systems*

Issues discussed include:

- Student attendance has a great impact on staffing;
- Communities need to be informed of the value of their involvement;
- Greater support should be given to community/school liaison staff;
- Parents are not informed about what they can expect from Early Childhood Education, and their role in the process;
- People and communities need more information and training about how the system works;
- Communities need to expect and request that the system account to them; and
- Information dissemination is the responsibility of the system, and therefore should be resourced adequately by the system.

*More resources are needed*

Issues identified include:

- 'Pilot' projects are often reaching success when they are terminated due to funding cycles;
- There needs to be a more realistic use of resource allocation, for example, real staffing costs in remote areas are not always built in to budgets;
- There is an overall lack of funds and resources, particularly in regards to specialist services, like hearing specialists etc;
- Schools and centres are often closed because of resource considerations, rather than community considerations; and
- Some school principals have a gate-keeper mentality when it comes to the allocation of resources.

*Racism (particularly systemic racism) exists*

Issues included:

- There is a lack of commitment to improving outcomes;
- Aboriginal English is not recognised as English as a Second Language in many schools, and therefore not resourced adequately; and
- Identification of students requiring support could have racist outcomes.

## Primary and Secondary Schooling

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The workshops for Primary and Secondary schooling were run concurrently, as two separate sessions. Due to the similarity of the outcomes of both workshops, they have been collated together in the interests of brevity.

Participants provided a snapshot of State and Territory activities both within the Union and Departments. Unfortunately, some States and Territories were not represented in all workshops. As this document is a record of the workshops, information which was not available at the time is not recorded here.

### Snapshot of National, State and Territory Activities

#### *National*

- There was general consensus from both groups about the effectiveness of the Aboriginal Student Support and Parent Awareness program in facilitating the active involvement and engagement of Aboriginal and Torres Strait Islander parents in decision-making processes.

#### *Queensland*

- Negotiating tables have been established under the Cape York Partnerships Plan; These tables are currently only in operation for the Cape York communities who have signed up to the plan;
- Tables provide a forum for the discussion about issues, demands, stakeholder expectations;
- They provide a forum for listening to the community and acknowledging problems;
- They provide a forum for Departments to account back to communities; Departmental Directors General are also allocated a particular community of responsibility. They are then required to facilitate the implementation of programs across portfolio areas. This provides a greater level of accountability back to the community;
- Tables encourage all stakeholders to confront problems in an honest way, with a focus on problem-solving and community development/capacity building;
- All stakeholders therefore have an increased understanding of roles and responsibilities;
- The underpinning principles are those of partnerships and shared responsibilities; and
- Stakeholders are able to witness change occurring.

#### *New South Wales*

- The Board of Studies in New South Wales, and the New South Wales Aboriginal Education Consultative Group (AECG) have collaborated to develop a protocols booklet for working with Aboriginal and Torres Strait Islander communities;
- There is an increasing Aboriginal and Torres Strait Islander population in NSW, and an increase in correlating funding;
- The New South Wales Teacher's Federation (NSWTF) commissioned an Independent Inquiry in to Public Education in NSW (the Vinson Inquiry), which found that the

Aboriginal education policy was sound, although it had not been implemented adequately.

#### *Northern Territory*

- The NT Government is currently driving a process of reform in Aboriginal and Torres Strait Islander education, based on the outcomes of the Bob Collins (1999) *Report in to the Review of Aboriginal Education in the Northern Territory - Learning Lessons*;
- This reform agenda has a long term planning focus, with short term and long term goals identified; and
- There is not a clear understanding from people on the ground (both within the community and in the Department) about what is happening with the process.

#### *Western Australia*

- The Department of Education is being amalgamated with the Department responsible for Training;
- Appropriate structures for decision-making are being worked on currently;
- There is to be a greater focus on mechanisms for achieving accountability.

## Issues/Barriers

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### *Systems need to account to Aboriginal and Torres Strait Islander communities*

- There is currently an emphasis on the accountability of Aboriginal and Torres Strait Islander communities to the system. This needs to be balanced with a reciprocal systemic accountability to Aboriginal and Torres Strait Islander communities;
- Some teachers appear to lack commitment to the improvement of outcomes for Aboriginal and Torres Strait Islander students;
- There is a 'gate-keeper' mentality in some schools, where the holder of knowledge is also the holder of power;
- High levels of teacher turnover have many impacts on communities;
- Equal value is not ascribed to different types of knowledge;
- Government restructures place a range of pressures on Aboriginal and Torres Strait Islander communities, particularly when good people leave and new relationships have to be developed;
- Aboriginal and Torres Strait Islander people are now, more than ever, expected to be involved in 'consultation', which is poorly resourced, and places a drain on the existing expertise in the community. There is always a new thing to respond to, and to be consulted about;
- There is a lack of respect from the system (and people in it) towards Aboriginal and Torres Strait Islander histories, cultures and communities, which leads to the 'I'm the boss' mentality

### *There is a need to shift from 'policy' to 'action'*

- The AEU and its Branches and Associated Bodies need to work towards implementing their Aboriginal and Torres Strait Islander education policies;
- Professional development and training is needed across the whole of the system, for all stakeholders;
- The system needs to better cater for people's fear of change;
- Systems need to be flexible in order to engage better with Aboriginal and Torres Strait Islander peoples.

### *Aboriginal and Torres Strait Islander educators often feel devalued in their roles*

- Aboriginal and Torres Strait Islander peoples often have negative images of schooling, which adds to the pressure on Aboriginal and Torres Strait Islander peoples working in schools;
- Employment opportunities, training professional development and access to career pathways continue to be limited for Aboriginal and Torres Strait Islander peoples;
- Some processes continue to exclude Aboriginal and Torres Strait Islander peoples;
- Aboriginal and Torres Strait Islander community members some times devalue and disrespect Aboriginal and Torres Strait Islander educators;
- Local expertise is not recognised and built upon.

*There is a lack of communication between stakeholders*

- Systems do not critically analyse their abilities to cater for the needs of Aboriginal and Torres Strait Islander peoples;
- The development of strategic, long term planning frameworks across systems is occurring on an ad-hoc basis across the country;
- Community members often do not have the skills, resources and expertise to access the system;
- Government agencies need to communicate with each other across all levels and all portfolio areas.

*There are resource issues*

- Schools are closed because of resource pressures, which impacts on the trust that the community has in the system;
- Human resources (good, effective, committed teachers) are essential to ensuring improvements;
- Many Aboriginal and Torres Strait Islander students do not have access to school infrastructure (particularly secondary schooling) in their home communities;
- Resources need to be allocated to maximise outcomes;
- Funding cycles often prove to hinder the implementation of projects, due to bureaucratic processes that mean some times funding is applied for in January, but not received until March;
- Adequate consultation takes time. It is thought that the new round of consultations occurring because of native title, partnerships and practical reconciliation agendas are placing undue pressure on communities, as they are not resourced adequately;
- People with skills in the community are engaged in ‘ticking government boxes’ rather than working in the community to improve outcomes;
- There are not enough resources to cater for multi-level disadvantages (for example, hearing, health, literacy, English as a Second/Foreign language).

## TAFE

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Participants provided a snapshot of State and Territory activities both within the Union and Departments. Unfortunately, some States and Territories were not represented in all workshops. As this document is a record of the workshops, information which was not available at the time is not recorded here.

### Snapshot of National, State and Territory Activities

#### *National*

- The *Partners in a Learning Culture* strategy is being implemented and reviewed. The report is due to be tabled with the Australian Indigenous Training Advisory Council (AITAC) to ANTA in March 2003.

#### *Western Australia*

- The State School Teachers' Union of Western Australia (SSTUW A) now has an Aboriginal and Torres Strait Islander Education Committee established, which meets quarterly;
- The Union is working on Aboriginal and Torres Strait Islander employment issues as a part of the Certified Agreement process;
- The Department of Education in Western Australia is being amalgamated with the Department of Training;
- The Department of Education has a formal agreement with 10 Aboriginal communities in the remote regions of Western Australia. Aboriginal people in these areas usually complete schooling at age 13, so there is a process occurring which is currently looking at how to provide secondary schooling and/or training to keep people at school.

#### *New South Wales*

- The New South Wales Department of Education and Training is in the process of building partnerships with people working together. It is an acknowledgement of the fact that organisations cannot work in isolation.

#### *Victoria*

- The Victorian Department of Education and Training is running youth at risk programs for Koorie youth;
- The need for these programs originated from the Lionel Kirby Report in to youth at risk and disenfranchised youth;
- The Wurreker Strategy has recently been launched. It is a partnership between the Victorian Aboriginal Education Association Incorporated (VAEAI) and the Department;
- The strategy provides an opportunity for Koories to be involved in Vocational Education and Training (VET) planning at local, regional and state levels;
- 10 regional brokers have been employed to put together local and regional plans which include information on education, training, industry and employment;
- At the state level, stakeholders sit at a round table to discuss, plan and prioritise training delivery.

## Issues/Barriers

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### *Culture is the key to success*

- Family and relationships are the basis of Aboriginal and Torres Strait Islander peoples interactions -institutes need to allow for people to own their culture, and provide a platform for people to fulfil their cultural responsibilities, and maintain their cultures through the process of learning;
- At the very least, the support base provided for Aboriginal and Torres Strait Islander students must be of the same culture, or extremely sensitive to cultural and identity issues;
- Community control has proved to be effective. There is a need to systematise this approach;
- Most students come to TAFE because there is nothing else in the community to relate to. Curriculum needs to be responsive to the needs of these students.

### *Training and Employment*

- Aboriginal and Torres Strait Islander peoples need to be able to effectively compete in the employment market;
- Employment is not the only outcome that training provides to Aboriginal and Torres Strait Islander peoples, often there are community and personal benefits which are not currently measured;
- National Training Packages do not necessarily meet the employment and training needs of Aboriginal and Torres Strait Islander communities;
- Education and training is one part of the community development process. Therefore a holistic approach is needed in order to maximise outcomes and ensure that organisations are not operating in isolation;
- In some places, there have been cuts to allocations in literacy and numeracy funding because (literacy and numeracy) is not tied to an employment outcome;
- Students who have attained training outcomes often need to move away from their home communities to find employment. They are often unwilling to do this because of family and cultural ties.

### *Mobilising resources to maximise outcomes*

- Poverty is a reality for many Aboriginal and Torres Strait Islander TAFE students;
- Student choice is often diminished because of enrolment procedures, limited numbers of students wanting to do a course and the inability of mainstream programs to cater for the needs of Aboriginal and Torres Strait Islander students;
- Commonwealth, State and Territory governments need to use 'the funding stick' to enforce change;
- Resources are not adequate to reflect the needs in the community, nor the magnitude of the job that needs to be done; and
- There is an urgent need for resources allocated towards ongoing professional development and training of staff.

### *Communication*

- ANTA and DEST need to communicate and share information;
- All stakeholders, including employers, industry, communities, and students need to be engaged throughout all processes;
- Regular feedback needs to occur;
- Communication needs to occur as an ongoing dialogue, not once and not in isolation;
- The 'silo' approach is alive and well, not only across systems, but also across TAFE institutes who now see themselves as competitors in an open training market.

### *Accountability*

- The continuing autonomy of TAFE colleges makes it difficult to apply rigorous controls from a systemic level;
- TAFE colleges need to establish effective alliances with Aboriginal and Torres Strait Islander communities;
- Successful strategies and programs need to be audited to determine the factors which contribute to their success. These results then need to be published and distributed widely;
- There is a need to look for new models for incorporating Aboriginal and Torres Strait Islander decision-making structures in to TAFE colleges;
- Strategies need to be a process, and not an end-plan. There needs to be joint responsibility throughout the whole process.

## Key Themes

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There were a number of themes which ran across all sectors and all workshops. These were:

### **1. Race, Culture and Identity**

The theme of Race, Culture and Identity was explored in many guises throughout the workshops. The response of the system (and people working in systems) to Aboriginal and Torres Strait Islander peoples' cultures, languages, kinship ties, and relationships to country, was felt overwhelmingly to be in need of improvement. Issues related to this theme included language, culture and identity; school closures due to enrolment drops in times of ceremony and cultural significance; and the devaluing of Aboriginal and Torres Strait Islander knowledges, expertise and skills.

The lack of value attributed to Aboriginal and Torres Strait Islander peoples' involvement in educational processes was thought to impact on the ability to improve educational processes and outcomes for Aboriginal and Torres Strait Islander students. It was broadly felt that Western knowledges are valued by the system above those of Indigenous peoples. This is evidenced by the limited career pathways and opportunities for Aboriginal and Torres Strait Islander peoples. It is also evidenced with the issue of National Training Packages which were thought to give preference to the development of non-Indigenous skills and knowledge, with very little scope for the building in of Indigenous skills and knowledges.

The majority of workshop participants indicated their thoughts that systems do not have procedures in place to encourage critical analysis of their abilities to cater for the needs of Aboriginal and Torres Strait Islander peoples, and, as a numeric and cultural minority, Aboriginal and Torres Strait Islander peoples do not often have the power to ensure that this analysis occurs.

The other issue explored under this theme was the need for Aboriginal and Torres Strait Islander peoples to develop a better understanding of the system and how it works. When Aboriginal and Torres Strait Islander peoples are adequately informed of the requirements of the system, they are more likely to respond in a positive manner. It was widely felt that the system was responsible for ensuring that capacity building occurs, as the system had the resources to do this.

### **2. Information, Communication and Knowledge**

Communication, the gathering and dissemination of information, and the development of knowledge were identified as posing the some of the most major barriers to Aboriginal and Torres Strait Islander participation in education. Communication barriers were identified as occurring both between systems and Aboriginal and Torres Strait Islander communities, and across different levels of governments and their systems.

High staffing turn-over, particularly in remote areas was thought to have a significant impact on continuity within educational systems. Teachers were thought to take the knowledge they had developed with them when they left a community, resulting in significant ‘brain-drain’. The need to train teachers and community members to ensure the transfer of skills and knowledges occurred was thought to be paramount.

The need to base decisions on adequate and accurate data was also explored. It was felt that decisions are being made without adequate information to substantiate them, and that there was an ad-hoc approach to the development of strategic, long-term planning frameworks, including those based around the making of agreements. It was felt that information about processes, data on which decisions are made, and the application of processes nationally needed to be shared in a more systemic way.

The lack of information sharing was thought to impact significantly on relationship building, the development of cross-cultural understandings and the development and transfer of knowledge amongst stakeholders. It was felt that improvements made in this area would have a significant impact on improving educational outcomes.

### **3. Accountability and Outcomes**

Aboriginal and Torres Strait Islander organisations, communities and peoples often feel that accountability frameworks are onerous, and sometimes used in a punitive way. There is an emphasis on Indigenous accountability to the system, but very little emphasis on how the system might account to Aboriginal and Torres Strait Islander peoples. It was thought that there was often a lack of commitment to the improving of outcomes, and the building in of accountability frameworks, due to historical and socio-cultural factors, such as those outlined in point 1, Race, Culture and Identity.

The measurements used to define an ‘outcome’ were thought to be restrictive. For example, there is an over-reliance on the measurement of quantitative outcomes, like the number of people employed on the completion of a training program, and very little emphasis on the qualitative outcomes, such as the improvements to peoples’ self-esteem, the role that they have taken on in the community etc.

The process of strategic engagement and development was thought to be just that – a process, rather than an end-plan. It was felt however that systems saw the processes the other way around, concentrating more on the end-plan than the process. Systems expect boxes to be ‘ticked’, and once projects are completed it was thought that they were finalised, with little scope for using the learning in the future. It was also thought that this process was more to do with the bureaucracy needing to account back to Government rather than to engage communities in real negotiation about how outcomes are and will be achieved.

### **4. Resources**

The major areas of concern in relation to resourcing were at a macro “systems-management” level, and also at a micro “organisational” level. At the systems level, it was thought that there was currently an over-emphasis on the roll-out of funding as ‘pilot’ projects. Whilst the concept of pilot projects was generally supported, concerns were raised at what happened when pilots were completed.

It was felt that there was a need to systematise and continue to fund projects that were working, rather than rely on a process where the term ‘sustainability’ was used to discuss the implications of a project for the future, with no-one left to take responsibility once a funding cycle had been completed.

It was also felt that funding cycles themselves created issues with project and program implementation. Often, Government funds are distributed on a cyclical basis which does not fit in with the cultural and seasonal calendars of communities, resulting in projects being started half way through funding cycles, and completed beyond the funding cycle time-frame. This makes accountability back to the system difficult.

At the organisational level, it was thought that the poverty experienced by Aboriginal and Torres Strait Islander peoples and their communities often had an impact on opportunities for educational success. The role of the Principal, or TAFE Director was raised as an issue in relation to the current context of the move to more autonomous management models. It was thought that the notion of competition often served to diminish opportunities for collaboration, as providers saw themselves as competitors for a market, rather than collaborators in a strategy to ensure that improvements are achieved. It was also thought that the ‘gate-keeper’ mentality, where resources are thought of as being owned by one person or group of people served to negate opportunities to collaborate.

## **5. Leadership**

Leadership was a theme which was discussed in a variety of forms throughout the workshops. It was felt that leadership, both Indigenous and non-Indigenous, was required at all levels of the system to ensure that partnerships and agreements were developed and implemented.

Participants felt that there should be a greater focus on the shift from policy to action, and that in this shift; there should be a greater commitment to ensuring community ownership and control of the process. It was thought that Aboriginal and Torres Strait Islander peoples should be given a greater say in the running of educational programs – that without the community on board, nothing sustainable would happen. In order for this to occur, opportunities for training in leadership needed to be provided for both Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islander peoples, in both models of leadership.

Aboriginal and Torres Strait Islander educators expressed concern at feeling devalued in their roles. Their access to career pathways and training opportunities was felt to be limited in comparison to non-Aboriginal and Torres Strait Islander peoples. This was a source of frustration to many, which resulted in the attrition of many educators, eventually resulting in departure from the system.

# Principles

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## 1. Race, Culture and Identity

Agreements should:

- Recognise and value Aboriginal and Torres Strait Islander cultures
- Ensure community ownership and control of the process, including development, implementation and evaluation
- Protect the rights of all cultural, family groups and other stakeholders
- Provide a platform for systems and communities to analyse and evaluate their ability to respond to needs and demands within a cultural framework

## 2. Information, Communication and Knowledge

Agreements should:

- Ensure that all stakeholders have access to information and knowledge
- Build in mechanisms to ensure that knowledge is developed and kept within the community
- Recognise and value Aboriginal and Torres Strait Islander expertise
- Provide a conduit for the development and sharing (where appropriate) of knowledge at local, regional, state and national levels, in a cross-cultural context

## 3. Accountability and Outcomes

Agreements should:

- Outline the specific outcomes that needed to be achieved
- Ensure reciprocal responsibilities
- Measure both quantitative and qualitative outcomes
- Build in mechanisms to ensure that systemic accountabilities to the community are given as much weight as community accountabilities to the system

## 4. Resources

Agreements should:

- Build in mechanisms to sustain 'good-practice'
- Ensure that adequate resources are allocated to the attainment of objectives
- Be flexible enough to enable the allocation of resources at times when it is appropriate for the stakeholders, not only Government funding cycles
- Recognise that in order to attain 'equal outcomes' some times additional funding is required due to the situation of Aboriginal and Torres Strait Islander peoples

## **5. Leadership**

Agreements should:

- Build in opportunities for Aboriginal and Torres Strait Islander leaders to develop skills and knowledge of their own models of leadership and Western models of leadership
- Build in opportunities for non-Aboriginal and Torres Strait Islander leaders to develop skills and knowledge of their own models of leadership and Aboriginal and Torres Strait Islander models of leadership
- Ensure that they value the roles of people from the local community, including educators
- Ensure that policy is enacted

## ATTACHMENT A -List of Seminar Participants

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1.	Perry Anderson -	Queensland Teachers' Union
2.	Lloyd Appo –	Queensland Teachers' Union
3.	Robin Ballantyne -	AEU ACT Branch
4.	Lionel Bamblett -	VAEAI
5.	Katrine-Louisa Beer -	University of Ballarat
6.	Cindy Berwick -	New South Wales Teachers' Federation
7.	Michelle Blanchard -	Koori Centre, University of Sydney
8.	Paul Bridge -	SSTUWA
9.	Michelle Bryant -	AEU ACT Branch
10.	Haydyn Bromley -	AEU SA Branch
11.	Pat Buckskin -	SA Government
12.	Judith Bundy -	ACSSO
13.	Pat Byrne -	SSTUWA
14.	Diat Callope -	Independent Education Union
15.	Linda Clayton -	SSABSA
16.	Cheree Dean -	University of Wollongong
17.	Cheryl Delarwell	AEU WA Branch
18.	Waine Donovan -	NSWTF
19.	Rob Durbridge -	AEU Federal Office
20.	Tony Edwards -	NSWTF
21.	Charline Emzin-Boyd	New South Wales Teachers' Federation
22.	Tracey Evans -	Hardie Grant Publishing
23.	Carol Fisher -	Queensland Teachers' Union
24.	Denis Fitzgerald -	AEU Federal Office
25.	Sonny Flynn -	SAETAC
26.	Nola Foster -	AEU SA Branch
27.	Cindy Fuller -	ACT Indigenous Education Unit
28.	Linda Gale -	AEU Federal Office
29.	Janet Giles -	UTLC
30.	Anne Gisborne –	AEU WA Branch
31.	Valda Graham -	LHMU
32.	John Gregory -	AEU SA Branch
33.	Roy Hatfield -	NSWTF
34.	Susan Hopgood -	AEU Federal Office
35.	Fiona Hornung -	Education Queensland
36.	Paul Hughes -	Flinders University
37.	Fred Joseph -	Queensland Teachers' Union
38.	Arthur Hamilton –	AEU Tasmanian Branch
39.	Te Aroha Hiko -	NZEI
40.	Kauimua Kaka -	NZEI
41.	Cyril Kartinyeri -	AEU SA Branch
42.	Melissa Kirby -	NSWTF
43.	David Kelly -	SSTUWA
44.	Joan Kirner -	Emily's List
45.	Molly Kreidl -	QTU
46.	Robert Laird -	AEU NT Branch
47.	Greg Lehman -	University of Tasmania
48.	Kevin Lowe -	Board of Studies, NSW

49	Vicki Lucas -	AEU ACT Branch
50.	Gazala Maihi -	NZPPTA
51	Roy Martin -	AEU Federal Office
52	Jillian Miller -	DECS SA
53	Graham Moloney -	Queensland Teachers' Union
54	Michael Morrison -	AEU SA Branch
55	Darcel Moyle -	AEU Federal Office
56	John McCollow -	Queensland Teachers' Union
57	Letitia Murgha -	Queensland Teachers' Union
58	Kevin O'Keefe -	WA Government
59	Bronwyn Parkin -	SA Aboriginal Education Department
60	Michelle Purdy -	AEU Tasmanian Branch
61	Lana Quall -	AEU NT Branch
62	David Rathman -	SA Department of Education
63	Chris Sarra -	Cherbourg State School
64	Leigh Schelks -	Queensland Teachers' Union
65	Chris Sharpe -	SSTUWA
66.	Ann Taylor -	AEU Victorian Branch
67	Penny Taylor -	Queensland Teachers' Union
68	Gary Thomas -	Melbourne University
69	Jean Tiati -	AEU NT Branch
70	Danni Townsend -	Hardie Grant Publishing
71	Penny Tripcony -	Queensland Indigenous Education Consultative Body
72	Jodi Watt -	AEU VIC Branch
73	Shane Williams -	DEST
74	Greg Wilson -	SA DECs
75.	Linda Woods -	AEU Tasmanian Branch

## ATTACHMENT B - Readings

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### International Documents

1. *Te Tiriti o Waitangi* (1840) [www.aotearoa.wellington.net.nz](http://www.aotearoa.wellington.net.nz) (accessed 06.12.02 11.52am)
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