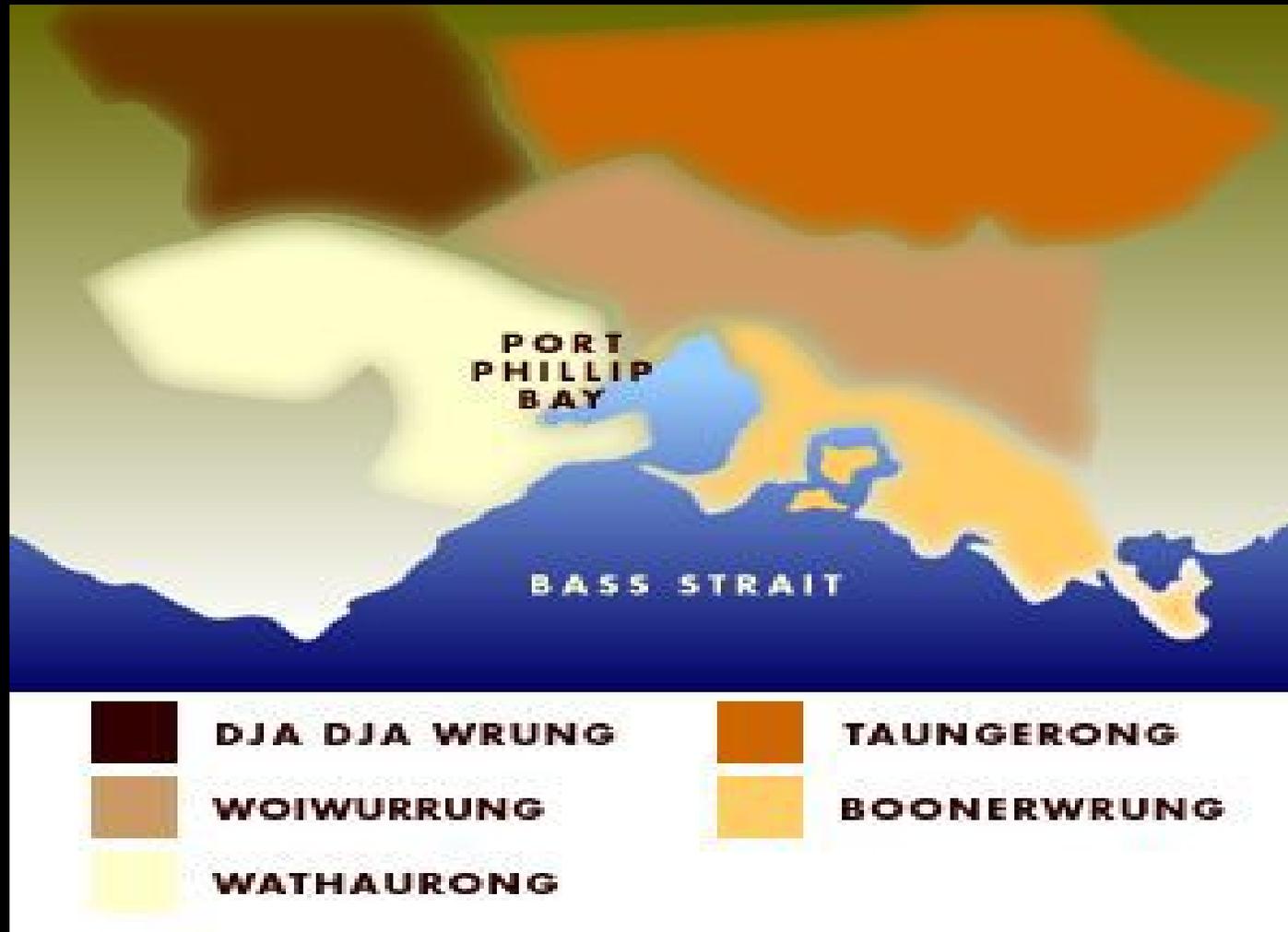


KULIN NATION



MY PARENTS







GROWING OUR OWN

Dr Doseena Fergie OAM

WHERE DO I BELONG?

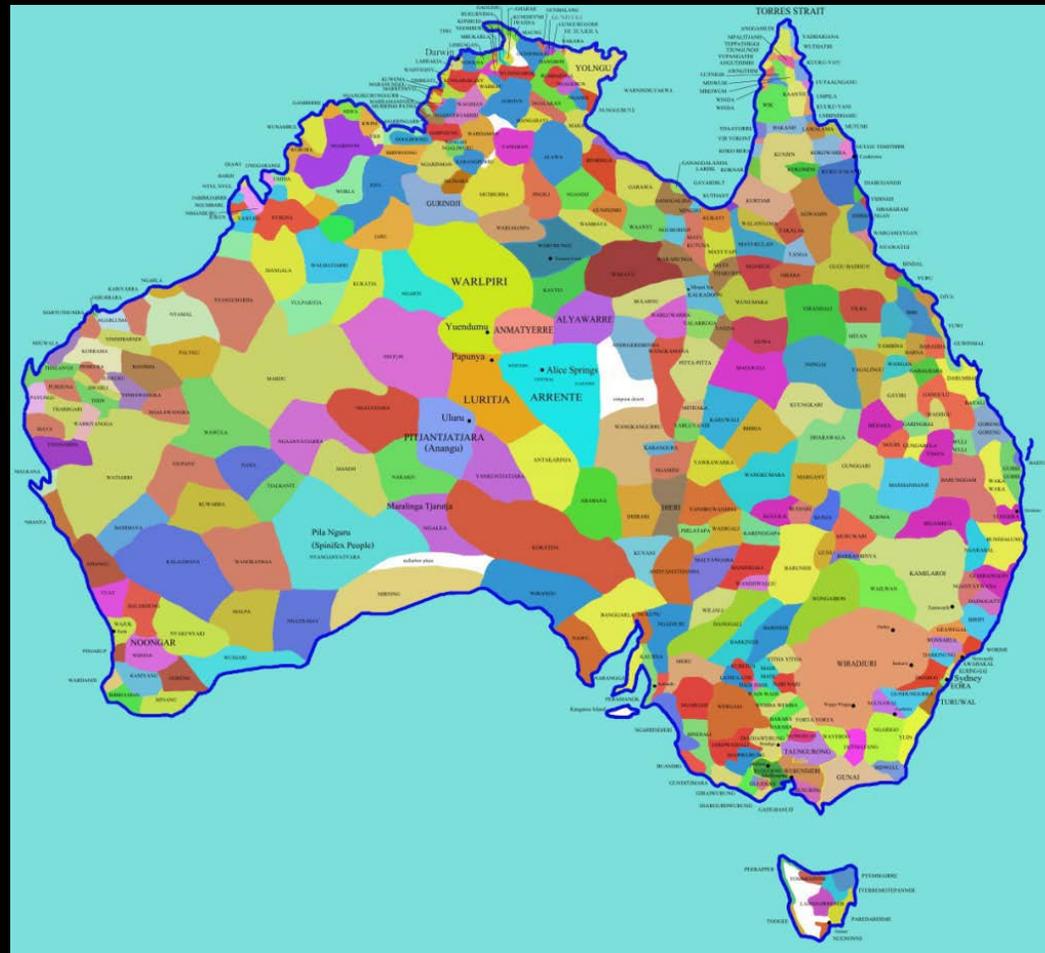




...and a by ...
...lot of ... on them. ...
...in looked different and they were ...

NOT ONE BUT MANY NATIONS

[HTTP://WWW.AIATSI.S.GOV.AU/ASP/MAP.HTML](http://www.aiatsis.gov.au/asp/map.html)







"MARKING" THE LINE



CULTURAL ASSIMILATION

Policies **presumed** that First Nation people
could enjoy the same standard of living

IF they adopted

European customs and beliefs and were **absorbed** into white society



THE ICEBERG EFFECT

<https://www.youtube.com/watch?v=c6aeqXaXOSg>



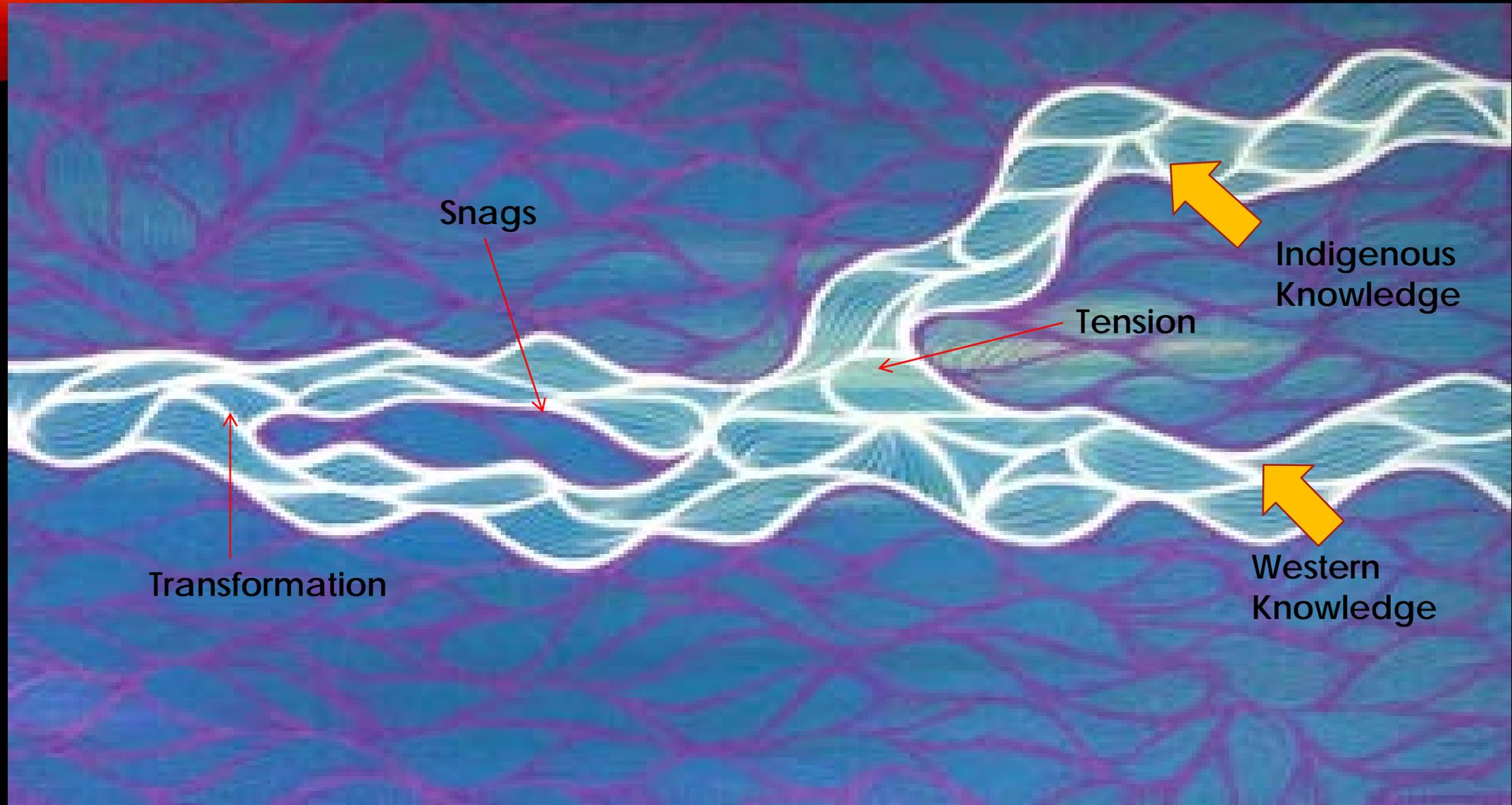
MURRAY – DARLING RIVERS



Life-bl
Clockw
of Austr
ing i

FLOWTRY

Artwork by Stuart Fergie 2008



Snags

Indigenous Knowledge

Tension

Transformation

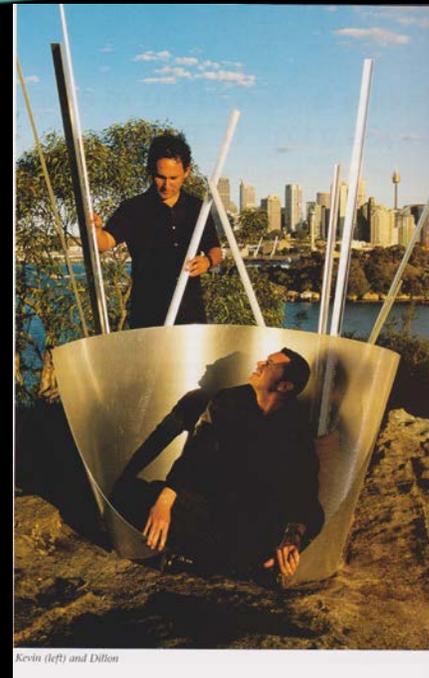
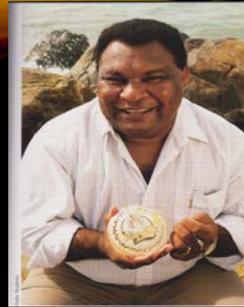
Western Knowledge

Direction of Flow

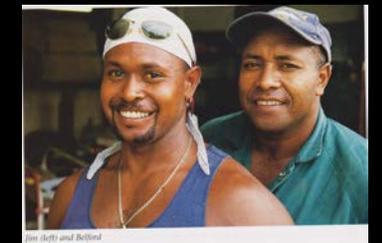
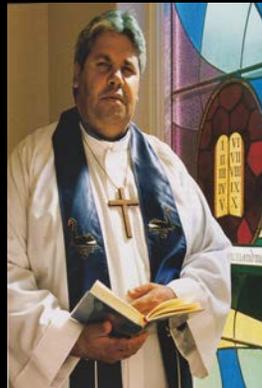
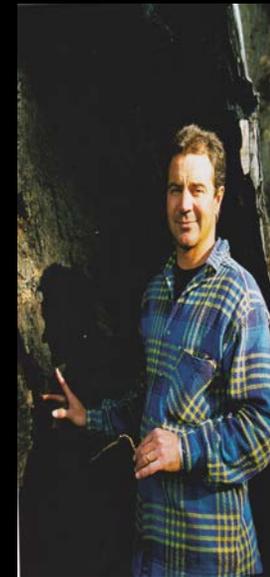
"DO U C WOT I C"



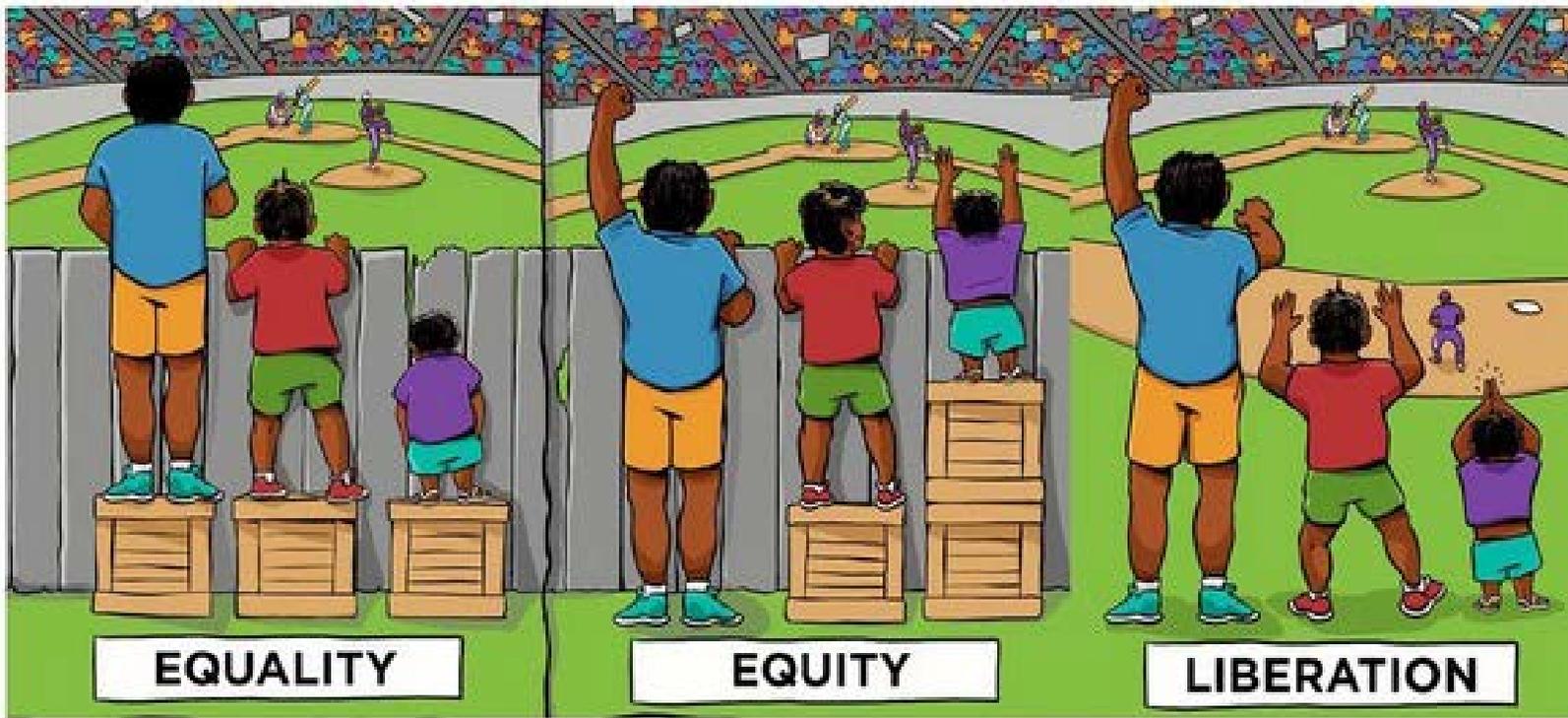
WHO?



Kevin (left) and Dillon



Jim (left) and Bellard



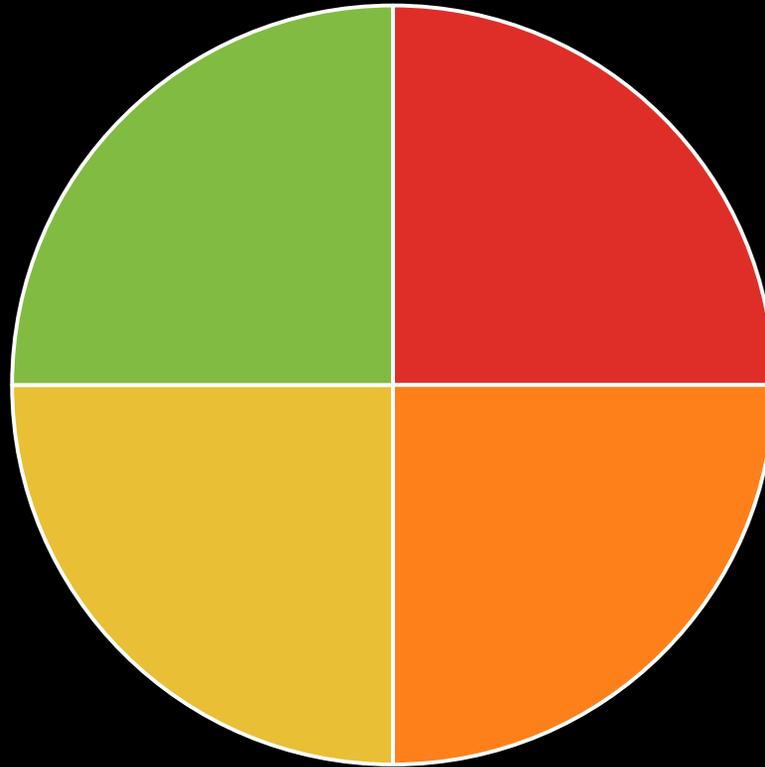
Equality is treating everyone the same, it aims to promote fairness but can only work if everyone starts from the same place and needs the same help.”

Equity is giving everyone what they need to be successful

We want to move well beyond equality to equity and, ultimately, to liberation

WHO ARE WE ADDRESSING?

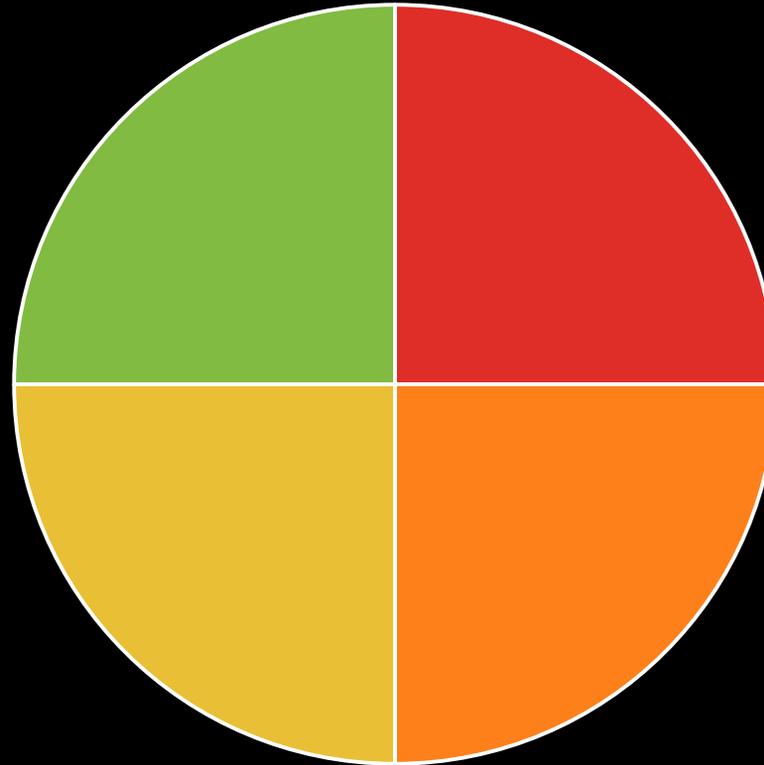
People



■ Aboriginal Students ■ Aboriginal Staff ■ Non Aboriginal Students ■ Non Aboriginal Staff

WHAT ELSE?

People



Community relationship
& Community
expectations

University system

University culture

Registration Reporting
Requirements
TEQSA
AHPRA

Infrastructure

Society's demands
& Employment
Opportunities

Policies &
Procedures

■ Aboriginal Students ■ Aboriginal Staff ■ Non Aboriginal Students ■ Non Aboriginal Staff

HIGHER EDUCATION BACKGROUND

- Australia's Indigenous population is **under-represented in the university system**.
- Only 1.4% of student **enrolments** at university in 2010, including only 1.1% of higher degree by research enrolments.
- **Staffing levels** are also low, with 0.8% of all full-time equivalent academic staff and 1.2% of general staff in 2010 being Aboriginal and Torres Strait Islander people."
- **Retention rates** for Aboriginal and Torres Strait Islander students, while increasing (up from 69% in 2009 to 71.2% in 2014) remain well below all domestic students (79.9% in 2014).
- **Completion rates**, too, remain relatively very low

ACU MISSION & STRATEGIC PLAN

ACU Mission

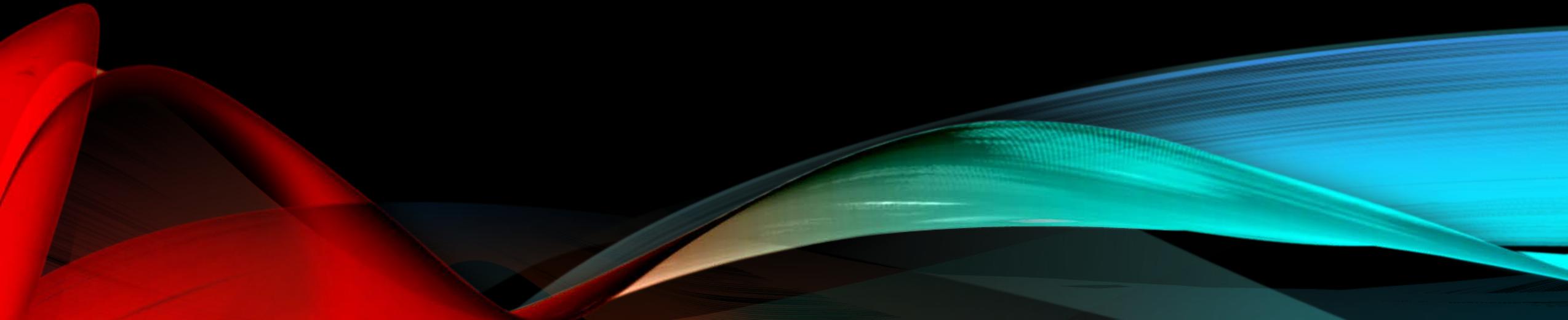
- Within the Catholic Intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.

ACU Strategic Plan 2015- 2020

- Diversity and Equity. The University improves the participation, progress and outcomes for people from identified equity groups and promotes equal opportunities for academic success.

AUSTRALIAN CATHOLIC UNIVERSITY

PLETHORA OF ACTIVITIES



RECONCILIATION ACTION PLAN 2019 – 2021

Our University commits to implementing strategies that **build cultural safety and recognition to actively acknowledge and support Aboriginal and Torres Strait Islander students and staff**. This aligns with the University's Mission, Vision and Core Values to build authentic and sustainable relationships with the wider community.



https://www.acu.edu.au/-/media/feature/pagecontent/richtext/about-acu/faculties-directorates-and-staff/directorates/_docs/acu004_acu-rap2019_web.pdf?la=en&hash=592FE96F9C2C144D2DD54EAA25BAD231

RECONCILIATION ACTION PLAN

(Cont.)

- This RAP enables the University to drive a broader change agenda that empowers Aboriginal and Torres Strait Islander peoples to reach their full academic and economic potential and maintain a strong sense of cultural identity and personal and community wellbeing.
- Our vision through the RAP is to deepen our understanding of cultural and spiritual connections of Aboriginal and Torres Strait Islander peoples in order to recognise and reflect equity and diversity, in both our student body and employment talent pool.

Aboriginal and Torres Strait Islander Peoples Employment Strategy 2018 – 2020



Our strategy for employment and development will build on the positive work of previous Strategies by continuing to **create quality and sustainable work opportunities** for Aboriginal and Torres Strait Islander Peoples

https://staff.acu.edu.au/__data/assets/pdf_file/0006/821634/Aboriginal_and_Torres_Strait_Islander_Peoples_Employment_Strategy_2018-2020.pdf

BUILDING CULTURAL CAPABILITY PROJECT

Embedding First Peoples Knowings, perspectives and pedagogical practices into curriculum adds depth of understanding to all of our students' knowledge and experience.

For Aboriginal and Torres Strait Islander students, embedding First Peoples perspectives into the curricula enables them to see themselves, their cultures and their identities reflected in their learning and educational institution.

INDIGENOUS POSTGRADUATE STUDENT RECRUITMENT AND RETENTION

- To address this gap ACU have offered a number of postgraduate leadership programs linked to support and assist Aboriginal and Torres Strait Islander peoples to take the next step in their careers and achieve at University. This model will create new pipelines for Indigenous leadership in health, education, pastoral/ministry, government and ACU/higher education sectors and will include roles in Indigenous and non-Indigenous organisations.

2019 Focus Areas

- The Faculty of Health Sciences is focusing on pathways into academia in the field of Nursing in 2018/2019.
- Other Faculties will focus on partnerships in 2018/2019 with support from a partner/employer/community organisation required for each individual participant.

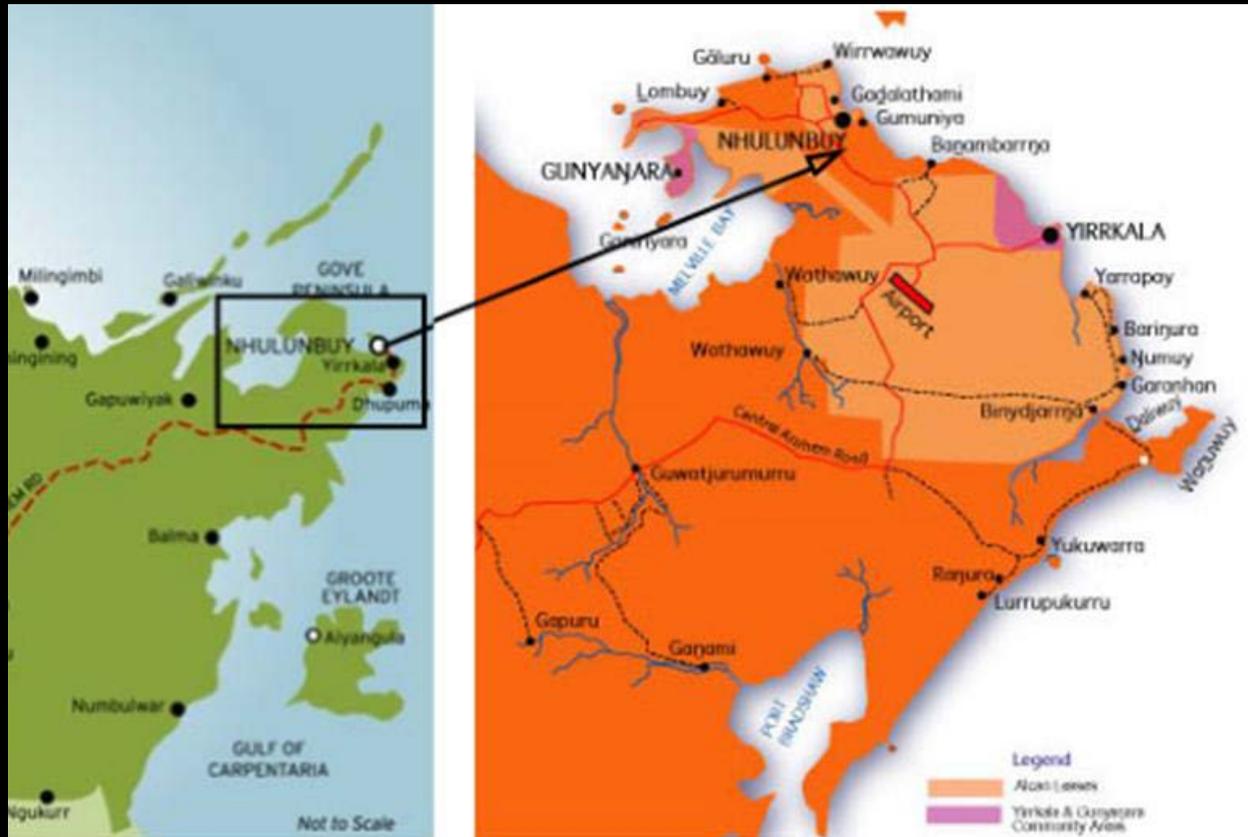
TYPES OF CAREER PROGRESSION

- Supporting **Indigenous teachers** to become school principals, lead teachers or take on new roles e.g. RE Coordination etc.
- Supporting **nurses** to move into nurse unit manager positions or director roles, or through to healthcare executive level positions/representation on health boards
- Assisting **business unit leaders** wanting to progress to group leader or manager roles through to Executive level
- Facilitating progression through **specific Ministry and pastoral care roles** for Aboriginal and Torres Strait Islander peoples in the Church, faith based organisations and the community.
- Increasing skills and practical experiences to support increased Indigenous representation on **corporate and not for profit boards**.

SUMMARY

- **Build Aboriginal and Torres Strait Islander people's leadership skills** and capabilities and to help people take the next steps in their careers.
- **Deliver programs to assist ACU partner agencies** to meet their *Indigenous workforce needs* and targets and to increase representation in leadership or management roles across health services/hospitals, schools and education offices and social services/pastoral or ministry organisations.
- **Support the ACU Indigenous workforce strategy** through postgraduate programs to support Indigenous students moving into academic and professional roles. This could include supporting current ACU undergraduate students or Alumni into postgraduate degrees in the future.
- **Support a range of leadership capabilities** including organisational and community leaderships.

STUDENT ENGAGEMENT INTO COMMUNITIES



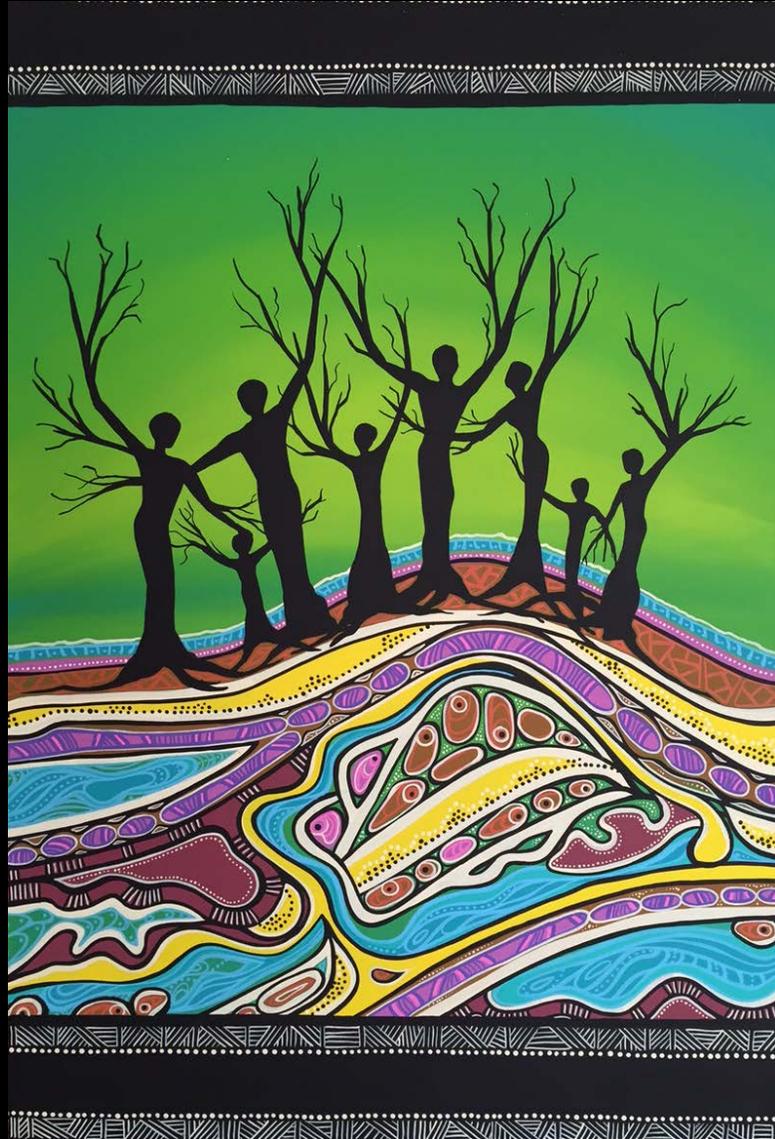
Alice Springs Hospital
&
Nhulunbuy



"WALKING" THE LINE

- Relationships – empowered voices; deep listening; wisdom & understanding
- Forgiveness
- Respect
- Commitment to enable self-determination to occur
- Providing the opportunities
 - Education
 - **Employment**
- OUTCOME – Better Health and Wellbeing / Justice / True Mateship

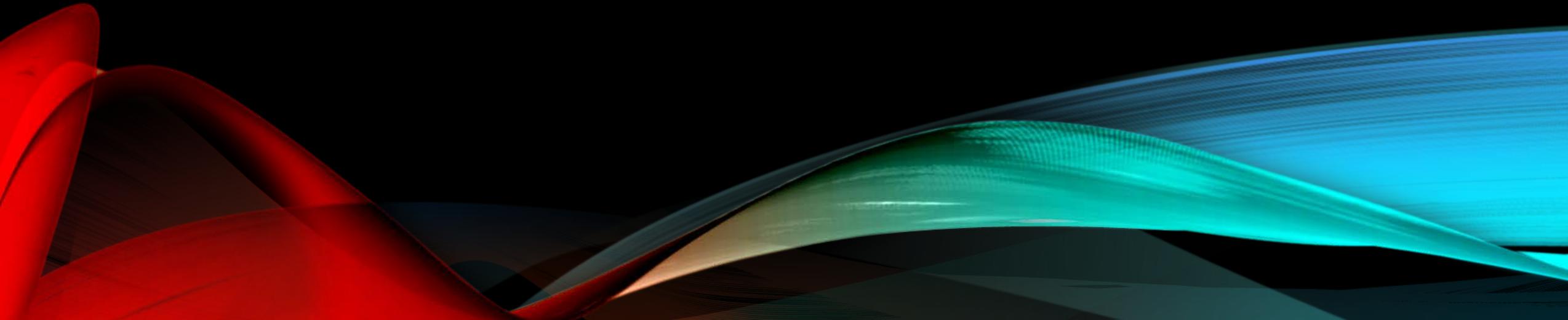
A HEALTHY COMMUNITY



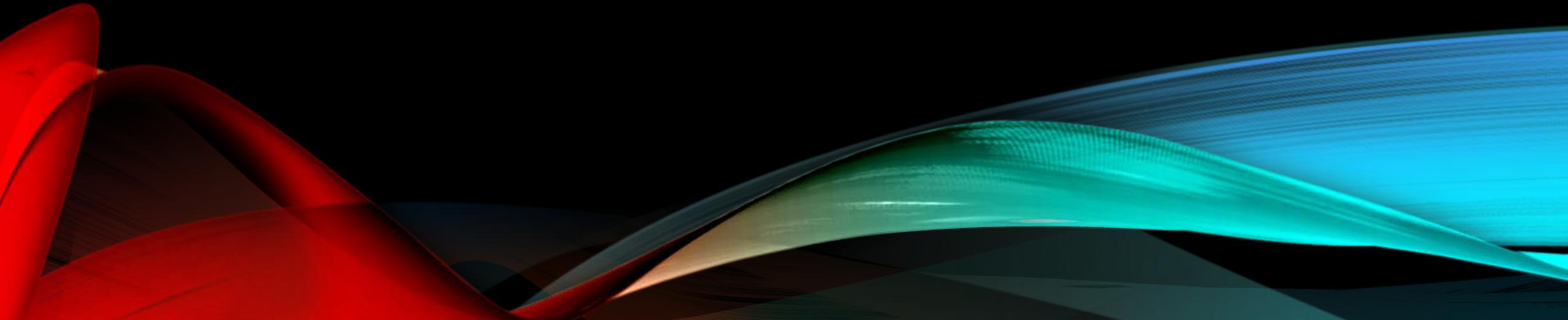
Safina Stewart (nee Fergie)
(2015)



UP FOR A CHALLENGE?



**A GOOD PRACTICE EXAMPLE
IN
AOTEAROA**







Sir Hirini Moko Mead
&
Lady June Te Rina Mead

ENQUIRE NOW FOR SECOND SEMESTER 2017

Programmes delivered in Te Tai Tokerau (Whangarei)

CERTIFICATES

- Kai Oranga
- Study & Career Preparation
- Community Education
- Adult Education & Training
- Te Pou Hono ki Marae Ātea
- Te Pou Hono ki Taiao
- Te Wai Māori

BACHELOR DEGREES

- Humanities

POSTGRADUATE

- Master of Māori Studies
- Master of Indigenous Studies
- Doctor of Philosophy

Fee free programmes available!

*CONDITIONS APPLY



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awanularangi

SHARP



MARAE ON CAMPUS



AN INVITATION

'Yani-nonyin'

“Walk this Journey **with** us”

