## Day 1  Thursday 7 August

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<td>8.30am</td>
<td>Introduction</td>
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<td>8.30am – 8.45am</td>
<td>Welcome to Country</td>
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<td>Director’s Welcome</td>
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<td>10.30am – 11.00am</td>
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<td><em>Red Ochre Women: Sisters in the struggle for educational reform: reflecting on past and present realities</em></td>
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<td>Associate Professor Sue Shore</td>
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<td><em>Pathways to teacher education in remote communities and families</em></td>
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<td>11.00am – 12.00pm</td>
<td>Keynote 2</td>
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<td>Evelyn Schaber &amp; Leanne Cooke</td>
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| 2.30pm – 3.00pm | **Presentation 7**  
Bronwyn Rossingh  
Over 40,000 years of accountability to culture: Connecting two systems of thinking | Building A3 Rm 4     |
|              | **Presentation 8**  
Dr Jillian Marsh & Dr Sue Stanton  
An Exploratory Review of Indigenous Medicinal and Therapeutic Knowledge in Mainstream and Indigenous Health Services | Building A15        |
|              | **Presentation 9**  
Jaemie Page & Sue Gow  
Designing a truly student-centred Foundation Skills program | Building A8 Rm 5     |
|              | **Presentation 10**  
Maree Klesch & Dr Peter Stephenson  
Centre for Australian Languages and Linguistics: New pathways In supporting Aboriginal languages | Building A8 Rm 4     |
| 3.00pm – 3.15pm | Afternoon Tea | Building A15 Foyer |
| 3.15pm – 4.15pm | **Panel 1**  
Dr Melodie Bat, Associate Professor Sue Shore, Evelyn Schaber, Leanne Cooke, Sue Reaburn, Claire Kilgariff & Robyn Ober  
The Longest Journey: Batchelor Institute’s training for remote education professionals in the Northern Territory: Where to from here? | Building A15        |
|              | **Panel 2**  
Dr Brian Devlin, Maree Klesch, Ailsa Purdon & Cathy Bow  
Digital technologies and language resources – finding common ground | Building A3 Rm 4     |
|              | **Workshop 1**  
Dr Stephanie Kelly & Dr Sue Stanton  
‘Closing the Gap’: considering contextualized uses of knowledge and identity frameworks for Indigenous and non-Indigenous | Building A8 Rm 4     |
<p>| 5.00pm – 6.00pm | Dinner | Hall |
| 6.00pm – 9.30pm | Evening Entertainment | Hall |</p>
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| 9.30am – 10.00am | Presentation 11    | Dr Helen CD McCarthy  
*Auto/ethnography: A pathway to share the story* | Building A3 Rm 4                         |
|              | Presentation 12     | Ganesh Koromannil  
*Linguistic Similarities of Aboriginal and Torres Strait Islander and International Students from English as Additional Language or Dialect (EALD) backgrounds: Implications for Academic Language Proficiency and Higher Education.* | Building A15                             |
|              | Presentation 13     | Margaret Carew  
*Gun-ngaypa rrawa 'My Country': a commitment to both-ways collaborative writing* | Building A15                             |
|              | Presentation 14     | Millie Olcay & Associate Professor Lyn Fasoli  
*The learning is always going both ways: Action Research in Early Childhood at Batchelor Institute* | Building A15                             |
|              | Presentation 15     | Jody Barney & Damien Howard  
*Good visual connections: see the difference* | Building A15                             |
| 10.00am – 10.30am | Celebration Cake  | Mick & Dee Ulbo, Jim Meehan – *Sharing Stories* | Building A15                             |
| 10.30am – 11.30am | Keynote 5       | Miriam-Rose Ungunmerr Baumann                                            | Building A15                             |
| 11.30am – 12.30pm | Panel 3          | Robyn Ober, Kathryn Gilbey, Jeanie Bell & Dr Melodie Bat  
*Both-Ways: the pros and cons, as practice and research methodology* | Building A15                             |
|              | Workshop 2         | Dr Jillian Marsh, Professor Rose McEldowney, Kristina Sehlin-MacNeil & Dr Sue Stanton  
*Reflections on Indigenous Research and Researcher Experiences: Let’s Talk about Key Issues regarding Ethical Engagement and the Gap between Philosophy and Practices* | Building A15                             |
|              | Workshop 3         | Lenore Dembski  
*Gouldian finch recovery plan for Kangarakan and Warai traditional lands in North Australia* | Building A8 Rm 5                         |
|              | Workshop 4         | Katrina Railton, Ms Julie-Ann Murphy & Claire Bartlett  
*Professional partnerships in Education: Making connections between Community, Culture, Country and System-driven initiatives* | Building A8 Rm 4                         |
| 12.30pm – 1.30pm | Lunch              |                                                                        | Dining Room                             |
| 1.30pm – 2.30pm | Keynote 6          | Professor Steven Larkin  
*Critical Race Theory and Indigenous Higher Education: the ACIKE and the transformation of the University* | Building A15                             |
| 2.30pm – 2.40pm | Closing Address    | Dr Jurg Bronnimann                                                     | Building A15                             |
KEYNOTE 1

Leon White
Abstract not available

PRESENTATION 1

Jacqueline Amagula & Dr Helen CD McCarthy
Red Ochre Women: Sisters in the struggle for educational reform

For over thirty years Jacqueline Amagula and Helen CD McCarthy have been working together with parents and teachers where they have observed and listened as communities often expressed dissatisfaction with the way mainstream non-Indigenous education was delivered in their schools.

Together Jacqueline and Helen have maintained a long alliance in their passion to work towards reforming the existing anglo-centric paradigm for learning so that Aboriginal children are taught in culturally sensitive ways.

Jacqueline as the past-Chairperson of The Ngakwurralangwa College Advisory Board has made it her life’s work to reform education through this role in educating her people through her teaching and experiences; symbolic in the name Ngakwurralangwa ‘Our Way’: we own it and we lead it; we have our say and we have the voice.

Helen has shared Jacqueline’s struggle documenting this long-term commitment of wanting to craft ways of learning, different to those espoused by mainstream government Departments of Education for the teaching of young Aboriginal learners as the underpinning story of her PhD dissertation. Exposing some of the realities of the impact of what happens in communities when Government intervention directives determine programs are to be abolished or when highly effective learning centres are shut down.

They want to share their story and tell the history of this long-term struggle for educational reform and how as allies they continue to seek ways to improve educational experiences for Aboriginal learners.

PRESENTATION 2

Associate Professor Sue Shore
Pathways to Teacher Education in Remote Communities and families

The overarching aim of this project was to develop a better understanding of the infrastructure and potential for employment outcomes for remote Indigenous teacher education using the knowledge of teacher education gained from the experiences of delivery in Northern Territory remote communities. Indigenous students participating in teacher education are often described as follows: generally women over 35 years; older than non-Indigenous teacher education students; lacking the financial security required for successful higher education enrolment; more likely to enter via alternative pathways than a process using a tertiary entrance score; and, in need of customised learning and teaching to address the disconnects between cultural and academic literacies, Indigenous knowledges and Western higher education systems. Remote Indigenous trainees are atypical of most Australian teacher education students and their programs need to recognise and structure learning experiences around a range of factors including; cultural and kinship obligations and community responsibilities; seasonal and climatic conditions; and, language and literacy needs associated with English which may be their second, third or fourth language, and which may not be the primary language used in the home community.

The project worked with these distinctively different ways of understanding teacher education on country to explore the following research questions:

1. What key issues and concerns influence recruitment and retention in remote teacher training?
2. How do teacher education students and community members name and describe these issues and concerns?
3. How are these issues addressed (or not) via funding, support, pedagogical and resource allocations?

PRESENTATION 3

Kathryn Gilbey, Dr Eva McRae-Williams & Dr Henk Huijser
Indigenous Studies at Batchelor Institute? Exploring Spaces between Interpretations

At the AIATSIS Conference in March of this year, a key discussion emerged around Indigenous Studies and its position in the academy. Two of the keynote speakers at that conference (Aileen Moreton-Robinson and Martin Nakata) took up rather different positions in relation to this. Moreton-Robinson stressed the point that all knowledge is racialised, and that this needs to be acknowledged, and needs to be an integral part of the discussion and of Indigenous Studies itself. By contrast, Nakata seemed to suggest that there is a need to move beyond this discussion, and appeared to imply that this discussion prevents ‘us’ from moving forward. However, he was not entirely clear on how this could be achieved. Both Moreton-Robinson and Nakata work in mainstream universities where Indigenous Studies and Indigenous knowledges have a long history of being marginalised and/or ‘tokenised’. Batchelor Institute presents a rather different context in this respect, and has followed a different trajectory over the past 40 years. However, this discussion nevertheless seems urgent in the current climate and very relevant. In this paper we will apply the discussion around Indigenous Studies to the context of Batchelor Institute, and we will explore how it relates to ‘both ways’, and to our practice in both the Higher Education and VET spaces. The central question we will address (but not necessarily answer) is: what are the implications of engaging with diverse knowledges as racialised within the context of Batchelor Institute?
ABSTRACTS

KEYNOTE 2

Valda Shannon
Finding the Balance - Abstract not available

KEYNOTE 3

Kathryn Gilbey & Evelyn Schaber

This paper will trace the origins of the Common Units, Public Communication and Telling Histories. The Common Units had twelve wonderful years of celebrating student voices and perspectives. This voice was encouraged through the use of oracy as an approach to academic literacy, the acquisition of rhetorical text patterns, and a look at Aboriginal resistance history through performance as opposed to mainstream history. We will explore through our own experiences how these units were a gigantic springboard into students having a solid base to begin their academic journey with strength, pride and confidence.

Kathryn and Evelyn will share their experiences of working within these units and how the workshops were filled with power, sadness, joy and a celebration of resistance and survival. They will take you on a journey into the twelve years of the Common Units existence and share with you the heartfelt emotion and revolutionary moments.

These units were claimed to be both ways in action, we will argue that these were the Institutes flagship units, unique and cutting edge in their approach – despite the fact that they were so contentious. These were wonderful years for both lecturers, who are keen to share the story of these units.

PRESENTATION 4

Glennis Bibra
Sustainable places for learning at Batchelor Institute of Indigenous Tertiary Education

In government documents on Green School Buildings, sustainability has been identified as one of three cross-curriculum priorities of the Australian Curriculum Framework, along with Aboriginal and Torres Strait Islander histories and cultures and Australia’s engagement with Asia. The states and territories are responsible for developing and implementing Australian curriculum syllabuses and ensuring that the cross-curriculum themes are included across all disciplines.

In 1993 I commenced at what was then Batchelor College, as the first Darwin and NW Regional Co-ordinator-Senior Lecturer. I left Batchelor Institute at the end of 2006 and over the years saw many productive changes and much growth.

At Batchelor I had a co-ordination role across all programs offered by the College, with Communities from Maningrida to Broome and the Tiwi Islands to Daly River and Wadeye.

PRESENTATION 5

Cathy Bow, Professor Michael Christie & Dr Brian Devlin
The Living Archive of Aboriginal Languages: Finding common ground

The Living Archive of Aboriginal Languages is a growing archive of texts and related resources in more than 25 Aboriginal languages of the Northern Territory, available at www.cdu.edu.au/laal. The basis of the archive is thousands of books which were produced in Literature Production Centres in bilingual schools since 1973, and it continues to grow, as more resources, often previously unpublished and in rare languages, are now being added. The resources originate in many different Aboriginal knowledge traditions and media – storytelling, songs and art work – mediated through western practices of text literacy, and through western digitisation practices and information architectures. Its hybridity represents an uneasy balance between knowledge traditions, the technical practices of representation and archiving often threatening to overwhelm the Indigenous practices of keeping language and culture alive intergenerationally in the here and now. Common ground must be negotiated and then claimed in each context where the infrastructure and its resources are mobilised under Aboriginal authority.

The current stage of archive development includes emerging strategies of engaging schools, academics, communities and language owners in collaborations to explore, extend and enrich the resources and the infrastructure. Where do these strategies come from? What are their risks and possibilities? How do we ensure that the emerging archive lives through the life and authority of its Aboriginal owners, for the benefit of interested people everywhere?

PRESENTATION 6

Evelyn Schaber & Leanne Cooke
Abstract not available

During this period we established Community Agreements for ‘Grace and Favour’ rooms and spaces where Batchelor students and lecturers could meet to study in their own Communities.

I subsequently worked on delivering a program of managing new school building and renovations in Victoria. I will share some of my experiences from the work in Melbourne after working in the Northern Territory discuss positives that could be delivered at Batchelor Institute, and impart thoughts as to how this could stimulate the finding of common ground with ‘Indigenous and Western knowledge systems.’
PRESENTATION 7

Bronwyn Rossingh
Over 40,000 years of accountability to culture: Connecting two systems of thinking

In this paper it is argued that Aboriginal communities in the Northern Territory and the Federal and State governments of Australia operate from very different philosophical world views. These positions prevent a mutual and meaningful understanding of the relationship between the management of program funding and the requirements of accountability for that funding. This disjunction contributes to governments underachieving in reducing Indigenous disadvantage. This study provides insights into the cultural differences that play a key role in preventing the management, and to a degree the intent, of government funding from achieving legitimacy in remote Aboriginal communities.

This study highlights the connections between the well-developed Indigenous notions of accountability and Western accountability attributes. Indigenous notions of accountability are based on strong relationships and kinship systems that are premised on preserving, maintaining and continuing culture. The findings from this research demonstrate how these notions have applicability in relation to Western accountability foundations. These connections offer a common ground and therefore an intercultural platform for productive and respectful relationships that present opportunities for improved outcomes. The presentation then contrasts specific common features between the study and Batchelor Institute’s PTS course to demonstrate a successful model that is proving to overcome barriers in reality.

PRESENTATION 8

Dr Jillian Marsh & Dr Sue Stanton
An Exploratory Review of Indigenous Medicinal and Therapeutic Knowledge in Mainstream and Indigenous Health Services

This exploratory review of current literature will draw on relevant case studies in Australia and elsewhere that highlight experiences and values of medicines, treatments and therapeutic practices by Indigenous clients, teachers, and health service providers derived from Indigenous knowledge. This paper will focus on two key elements:

- How greater recognition of Indigenous medicinal and therapeutic knowledge through decolonised teaching and learning might impact on Aboriginal and Torres Strait Islander health reform in Australia
- How Indigenous people can assert their position as clients and professionals in health through mutually empowering methods of engagement for Indigenous health professionals and Indigenous clients.

Presenters will offer early findings from this review with the aim of developing a research proposal that incorporates a critique of health policies and practices relevant to the above, multiple case studies, and a set of recommendations for health sector reform.

PRESENTATION 9

Jaemie Page & Sue Gow
Designing a truly student-centred Foundation Skills Program

The challenge of our programs is to integrate the diverse backgrounds, skills and motivations of our students within the framework of the VET system to provide interesting, challenging and stimulating courses that expose students to different future options and help them develop strategies to achieve them.

The principles to achieve this include:

- Spend time to identify and recognise the students existing knowledge and learning journey as a place to build from
- Identify goals, expectations of the study program and steps to achieve them, encouraging students to take ownership and responsibility of the process
- Integrate foundation skills units with projects and community/workplace literacies
- Cover generic units such as WHS, communications, first aid that can underpin many future courses/careers/life skills
- Enrol in courses that provide maximum electives to give students an opportunity to experience and explore different career options
- Cross faculty/institutional commitment to be flexible to accommodate such programs.

The presentation will showcase some of our programs with Defence and in communities with exciting demonstrations from the students of their elective laboratory work with Sue Gow.

PRESENTATION 10

Maree Klesch & Dr Peter Stephenson
Centre for Australian Languages and Linguistics: New pathways In supporting Aboriginal languages

The practices of Aboriginal language education, language documentation and accessing language resources have undergone significant changes over the last four decades. These changes have impacted on the operations of Batchelor Institute, our curriculums and how courses are delivered. The restructuring of the Institute inline with Government initiatives impacted on the Centre for Australian Languages and Linguistics (CALL) so that operationally CALL became fragmented within the new structure. The revival of CALL as an active language Centre located within the Research Division aims to revisit our past successes, collaborate on new pathways for supporting Aboriginal languages and consolidate current language activities through strengthening our common ground.
PANEL 1

Dr Melodie Bat, Sue Shore, Evelyn Schaber, Leanne Cooke, Sue Reaburn, Claire Kilgariff & Robyn Ober

The Longest Journey: Batchelor Institute’s training for remote education professionals in the Northern Territory: Where to from here?

The History of Batchelor Institute begins with the first steps taken by the Assistant Teachers studying short courses during the Christmas holidays in the 1960s; the Assistant Teachers Course was based at Kormilda, and then the Aboriginal Teacher Education Course relocated to Batchelor forty years ago. From those early beginnings, Batchelor’s education programs have evolved and changed as the professions and the education sectors evolved. From what began as short courses there are now higher education programs as well as VET programs.

Among all the changes over time, the intention to create an Aboriginal teaching workforce has faltered. The current Aboriginal education workforce in remote communities consists primarily of paraprofessionals rather than ‘fully qualified’ teachers and enrolments in the teaching degrees have declined dramatically. In this panel, we will present an overview of this longest journey into teaching, contrasting community and individual need and commitment with ‘professional standards’; intentions with realities; local needs and aspirations with national regulations and requirements.

We will then open discussion around the current pathways available to Assistant Teachers and Teachers in the Northern Territory in order to explore the options and implications of these pathways as they now operate with the intention of creating proposals that would help to align employment pathways and training options to better reflect local contexts.

WORKSHOP 1

Dr Stephanie Kelly & Dr Sue Stanton

‘Closing the Gap’: considering contextualised uses of knowledge and identity frameworks for Indigenous and non-Indigenous

Drawing on PhD ethnographic research carried out from 1990 to 2002 in Ngai Tahu settings in New Zealand, this paper seeks to explore the assumptions around ‘Western’, ‘Indigenous’ and ‘knowledge’ that may premise considerations of finding a ‘common ground’ in the Northern Territory context. Comparison of this context and the South Island of New Zealand will assist these considerations. Critical to this comparison is the role of whakapapa as world view and the foundational organising framework for Maori identities and knowledges. Whakapapa has metanarrative properties and like all cultures, draws heavily on metaphor to organise knowledge and ‘make sense’ of relationships, identities, and experiences of the world. While whakapapa is metanarrative for Maori, it is argued that it is a cultural resource, drawn upon in different ways in different contexts to manage power relations, knowledge and identity. It is argued that such potent cultural resources and potent metaphors are used by different cultures and actors in ways that are sometimes similar and sometimes different, but that these uses and understandings are contextual – they must be investigated in situ in time and place, rather than assumed. Qualitative analyses such as life history method, ethnography, and workshop discussions, it is argued, are both method and methodology for investigating the situated uses of organising knowledge frameworks to explore both their binary assumptions.
Day 2  Friday 8 August

KEYNOTE 4

Gurruwun Yunupingu  
Abstract not available

PRESENTATION 11

Dr Helen CD McCarthy  
_Auto/ethnography: A pathway to share the story_

For over thirty years I have learned from the Warnumamalya, Yolngu, Nyungar and Wongi peoples of Australia, and observed parents and teachers often express dissatisfaction with the way mainstream Anglo-centric education is delivered in their schools.

This disparity never sat well with me. I understood as a white teacher I did not have a right to speak for Indigenous parents but saying nothing made me feel culpable, leaving me suspended in the rancour of my own silence.

I watched over the course of my long time cultural immersion shifts occur towards both ways learning, where the liminal spaces of whiteness created new understandings of blackness, and in the liminal spaces of blackness grew new understandings of whiteness. My previous research had shown that this is not unique; this can be achieved when ‘insider’ and ‘outsider’ become spaces of culturally shared regimes of negotiated ways of knowing; co-existing. But how could I express this without being another ‘know-it-all’ white researcher writing about Indigenous students experiences?

My liberation came by way of the critical interpretive research design _Auto/ethnography_, where the writing process and the writing product are deeply intertwined. _Auto/ethnography_ bestowed the opportunity to share this story; it gave me the relief to become a cultural ‘border crosser’ where the ‘insider’ and the ‘outsider’ converged.

PRESENTATION 12

Ganesh Koromannil  
_Linguistic Similarities of Aboriginal and Torres Strait Islander and International Students from English as Additional Language or Dialect (EALD) backgrounds: Implications for Academic Language Proficiency and Higher Education_

Many Aboriginal and Torres Strait Islander students in Higher Education do not speak English at home or as their first language. This is more common in the case of those who live in remote and sometimes regional Australia than for those in urban contexts. Many of these students speak more than one Australian language before they speak English. On the other hand, a large number of the International Students arriving in Australia have EAL/D backgrounds. They too speak a language or languages other than English at home and English could be their second, third or even the fourth language. Considering these similarities, this paper will critically reflect on the implications for these two cohorts of students within the context of Higher Education.

PRESENTATION 13

Margaret Carew  
_Gun-ngaypa rrawa 'My Country': a commitment to both-ways collaborative writing_

For language documentation projects at Batchelor Institute, the aim is to place the rights and empowerment of language teams at the centre of collaborative ‘both-ways’ work. In this presentation we will describe a project to produce a printed audio book based on Gun-nartpa stories that were mostly recorded as part of linguistic fieldwork in 1993-96 at Gochan Jinyjirra community in North-Central Arnhem Land. Family based oral narratives represent and interpret links to people, places and remembered experiences, and are central to the transmission of cultural values and the construction of social identity. With the task of presenting such culturally significant material came the responsibility to ensure that the needs and aspirations of the family were respected and that family members had the opportunity to participate in all aspects of producing a practical outcome from language documentation and description work.

A commitment to participatory teamwork underpins this project, and the presenters will describe how the manuscript was developed and published using participatory techniques and tools. This participatory approach to language documentation enriched and enhanced the cultural value of these oral stories by building from group based translation to shared writing about family connections and their social and historical context. Through this method, the teamwork itself became part of the story.
PRESENTATION 14
Millie Olcay & Associate Professor Lyn Fasoli
The learning is always going both ways: Action Research in Early Childhood at Batchelor Institute — Abstract not available

PRESENTATION 15
Jody Barney & Damien Howard
Good visual connections: see the difference
Indigenous Australians have a rich cultural legacy in visual literacy - the capacity to interpret information presented through visual mediums. This is reflected in the depth and variety of Indigenous art, one of the few areas of Indigenous culture warmly embraced by mainstream Australia. This art often expresses varieties of meaning that are not understood by a mainstream audience who do not understand the visual codes expressed in the art. Conversely, many attempts to convey meaning to Indigenous audiences are ineffective because the visual codes used often obscure or contradict what is wanted to be conveyed, and what the words accompanying the images actually say. Jody Barney is a visual communications consultant. Her culturally based skills and knowledge in this area have been enhanced by being Deaf and having had a lifetime of experience of processing the available visual information to understand what people are trying to say. Her business Visual Connections provides a service that is like no other in assisting people to communicate with Indigenous Australians. She assists those seeking to communicate with Indigenous Australians to support the visual effectiveness of the messages in those materials. Her presentation will describe through case studies and examples some core elements of good visual communication with Indigenous communities.

KEYNOTE 5
Miriam-Rose Ungunmerr Baumann
Abstract not available

PANEL 3
Robyn Ober, Kathryn Gilbey, Jeanie Bell & Dr Melodie Bat
Both-Ways: the pros and cons, as practice and research methodology
Both Aboriginal and non-Aboriginal staff and students have been exposed and involved in many different forms of discussion and writing about Both-Ways. The Philosophy, Methodology and often misunderstood practice which Batchelor Institute has kept as its overall Paradigm for Teaching and Learning or if you prefer ‘philosophical framework’ for more than 30 years.

WORKSHOP 2
Dr Jillian Marsh, Professor Rose McEldowney, Kristina Selhin- Mcneil & Dr Sue Stanton
Reflections on Indigenous Research and Researcher Experiences: Let’s Talk about Key Issues regarding Ethical Engagement and the Gap between Philosophy and Practices
Presenters, both Indigenous and non-Indigenous, will draw upon their diverse experiences in the field and within institutions conducting research with Indigenous peoples – as PhD candidates, supervisors, professionals, and research participants. They will draw on knowledge gained from lengthy consultation processes, conducting research in the field, experiences working in academic and research institutions as PhD students and supervisors, as well as everyday experiences as Indigenous researchers advocating for ethical reform in research.

The workshop will encourage participants to share their experiences and challenges and will reflect on both Indigenous and non-Indigenous researchers working in the area of Indigenous research in areas such as health and wellbeing, and Indigenous education. The workshop aims to identify effective strategies they can be used to engage effectively with individuals and at the organisational level, to promote ethically driven and culturally appropriate philosophies and practices for research.

Facilitators will start discussions, encourage wider understandings, and support participants to identify strategies around philosophical and compliance aspects of Indigenous research ethics and processes. One context for utilising these strategies is to develop a set of ethical research protocols for the University of South Australia’s Department of Rural Health. Another will be to further inform a paper (which will have been) presented at the Aboriginal Health Conference in Perth (2014). A third context will be to strengthen individual practitioners through a reinforced shared philosophy of what is and is not acceptable for working in partnership with Indigenous clients and research participants.
**WORKSHOP 3**

**Lenore Dembski**  
*Gouldian Finch recovery plan for Kungarakan and Warai traditional lands in North Australia*

The Gouldian finch (Erythrura gouldiae) once lived and prospered in Kungarakan and Warai Traditional Country which ranges from approximately 50 kilometres south of Darwin to beyond Adelaide River. It goes across past Litchfield National Park over past Lake Bennett.

I have been involved with the rehabilitation of the former Woodcutters mine since 2000 and have looked at ways to help conserve threatened species in our region. In 2003, I read that Gouldian finches were classed as endangered and that they once lived on our Country. In 2012, I was told that some Gouldian finches had been sighted on stations in the area.

In 2013/14, I received a Birdlife Australia Indigenous Researcher grant through the Australian Government Caring for Our Country Program. The research was about:
- determining if Gouldian finches are currently on our Traditional Country and also how far away are the nearest Gouldian colonies;
- finding out which habitats best suit the Gouldian finch for living and breeding; identifying the native grasses, trees and other vegetation that need to be grown and in what groupings and distances apart to support groups of breeding populations of 250 plus;
- identify what types of water sources suit gouldians, and identifying if there were any strategies we could adopt to increase our chances of getting gouldians to flourish on our Traditional Country.

At the workshop I will present findings so far and cover the next stage towards the development of a draft Gouldian Finch Recovery Plan by the end of 2014.

**WORKSHOP 4**

**Katrina Railton, Julie-Ann Murphy & Claire Bartlett**  
*Professional partnerships in Education: Making connections between Community, Culture, Country and System driven initiatives*

The recently published Strong Teachers book was a collaborative partnership project with Batchelor Institute and the Northern Territory Department of Education. It is evidence of effective partnerships at work on both personal and organizational levels involving a complexity of people, culture, organisations and distance.

The purpose of this publication is to build on resources that lead to more talking and working together to ensure a positive future for Indigenous education. It shares Indigenous teacher philosophies and practices, using the Australian Professional Standards for Teachers as a framework for presentation with the wider audience.

The process used to collate these intercultural perspectives of how teaching ‘can, should and does’ look in remote NT contexts was driven by professional integrity of all participants, and at times presented a level of tension and discomfort. These moments became some of the most valuable in the writing process and were regular sources of reflection. They also became the keystones for ensuring that participant voices were published as intended without misrepresentation through a Western lens.

Further reflection on the collaboration process for this project may be useful for others attending to a diversity of views to ensure that approaches are quality driven and context specific.

Metaphors used for cross-cultural collaboration will be the focus for further dialogue: Have you seen this in action? What did it look like?

The book has been widely distributed to Australian Universities providing Teacher Education and to all NT Schools as part of a Professional Learning package.

**KEYNOTE 6**

**Professor Steven Larkin**  
*Critical Race Theory and Indigenous Higher Education: the ACIKE and the transformation of the University*

Indigenous participation in Australian higher education is characterised by the lack of meaningful participation and/or substantive involvement. For students, this equates to low rates of retention, progression and completion and for staff, an over representation in administration with low numbers of Indigenous people in academic positions. The popular explanations for these phenomena coalesces race and culture with notions of human deficit so that only Indigeneity is pathologised. Such explanations do not suffice and mask other insidious factors that maintain Indigenous disadvantage. I argue that Critical Race Theory (CRT) not only provides the basis for identifying how race operates to privilege one group whilst disadvantaging the less powerful dominated group, it also provides higher education practitioners with the necessary tool’s to challenge popular assumptions, reveal systemic disparities and oppressions, and create news ways of transforming our universities into inclusive and secure spaces for those racially othered. I conclude that this must be the responsibility of all of us who work in the ACIKE and higher education more generally.
Jacqueline Amagula is a Waniindilyakwa woman from Groote Eylandt in the Northern Territory. She graduated from Batchelor College and has been a qualified Indigenous teacher since the 1980s. Education has been part of her passion and she believes in educating her people through her teaching and experiences. She is the recent past Chairperson of The Ngukurruralangwa College Advisory Board. Ngukurruralangwa means ‘Our Way’: we own it and we lead it, we have our say and we have the voice. Jacqueline is also a member of the Anindilyakwa Education and Training Board, NT Indigenous Education Council and the Indigenous Early Childhood Parent Reference Group as a representative of her regions, Anindilyakwa and Wuybuy.

Jody Barney is a Birri-Gubba / Urganan Deaf woman from South East Queensland. Now living and working from the regional city of Shepparton Victoria, Jody is a descendent and survivor of the stolen generation, working to improve the quality of life and communication for all Indigenous people. As a consultant in her own business ‘Deaf Indigenous Community Consultancy’, Jody’s background is in Business, Community Development, Youth and Disability, Visual Interpretation and leadership. Jody has over 25 years’ experience in the field, as well as on boards and committees. Jody is passionate about embracing diversity and leadership, advocacy and human rights. Jody continues to work together with community, government and corporate sector on inclusion and equality in business and communication management.

Claire Bartlett is a qualified primary school teacher and holds a Master of Education degree in Teaching English to Speakers of Other Languages (TESOL). She has taught primary school students in Victoria, Far North Queensland and the Philippines; junior secondary students in a remote Aboriginal Community School in Western Australia; co-ordinated the Diploma of Education (Aboriginal and Torres Strait Islander) at Tropical North Queensland TAFE and successfully developed and facilitated a blended delivery model using a learning community approach.

Claire is currently a Senior Lecturer with Batchelor Institute co-ordinating the delivery of Teacher Education Courses using a both-ways teaching and learning approach.

Dr Melodie Bat is a systems thinker and innovator working in the field of Indigenous education. Melodie’s career has evolved from classroom teacher to manager to academic but the common thread has always been her commitment to equity in education. Melodie’s Masters degree in education was one of the first early literacy research projects undertaken in remote Northern Territory Aboriginal communities; and her doctoral research into teacher education at Batchelor Institute provided a timely contribution to the national conversation on quality in Indigenous tertiary education. She is currently working as the Senior Lecturer in Community Services at Batchelor Institute, managing a number of programs including the Education Support program in which the education paraprofessionals undertake their training.

Jeannie Bell — not available.

Glennis Bibra has worked for Batchelor Institute in two separate periods across the Northern Territory. She has published numerous reports and presented at a variety of conferences. Her education includes an MDM, Batchelor App Sc (Architectural Science), Grad Dip Adult Ed., Grad Dip Fine Art, ARMIT Dip Fine Art, Cert I D RMIT.

Cathy Bow is a linguist working as the project manager for the Living Archive of Aboriginal Languages.

Dr Jurg Bronnimann has been working in the tertiary education sector (Universities and Polytechnics) over the last 20 years. As well as having been a lecturer in German literature, language and culture, Jurg was the Programme Director for the Bachelor of Arts at Unitec in New Zealand, where he was responsible for the development of Majors in German, Spanish, Japanese, Chinese and English as an additional language. Before taking up the post as Manager Curriculum Development, at Bahrain Polytechnic, Dr Bronnimann was the Dean of Teaching and Learning at Unitec. Before entering the academic life Dr Bronnimann was an Air Traffic Controller in Geneva, Switzerland.

Margaret Carew has worked in the Northern Territory as a community linguist for 20 years. She undertook language research with the Gun-nartpa language group in north-central Arnhem Land in the 1990s and continues to work with a Gun-nartpa language team on language documentation and publishing projects. She has also worked on projects with language teams at Ti Tree, Utopia, Wilora, Artarre, Willowra, Yendumu, Yuelamu and at Tennant Creek. She has extensive experience in adult education with Indigenous adults, having taught in both Higher Education and VET programs in the area of linguistics and Indigenous language documentation. She has also worked collaboratively with linguistic colleagues and other organisations on a range of projects.

Professor Michael Christie is Professor of Education at the Northern Institute, Charles Darwin University. He has spent decades working on issues and projects relating to Indigenous education, culture and language.

Leanne Cooke — not available.

Lenore Dembski, Paperbark Woman is a Kungarakan woman from Darwin and has extensive experience in the public, private and community sectors over 44 years. She has researched and made presentations on topics as wide ranging as Indigenous policy development; service delivery; community development; health; housing; education; employment; training; textiles and fashion; science and Indigenous people; governance; leadership and land management and rehabilitation at the local, state, national and inter-national level. She has written reports and research documents and managed national research projects. For four years Lenore was the chairperson of the Centre for Teaching and Learning in Diverse Educational Context. Lenore’s interest in flora and fauna relates back to studying biology at school and travelling extensively with her family. As a Traditional Owner she is actively involved in land management associated with the Finniss River Land Trust and Wagait Land Trust and other land in Kungarakan and Warai Traditional Country. Lenore is also a business owner and fashion designer.
Dr Brian Devlin is Associate Professor, Bilingual Education and Applied Linguistics at Charles Darwin University and has spent decades working on issues and projects relating to Indigenous education, culture and language.

Associate Professor Lyn Fasoli — not available.

Kathryn Gilbey has worked in the field of Education for the past thirteen years in the Northern Territory. In an earlier life she was the Artistic Director of an Aboriginal Youth Theatre Company in Adelaide, and freelance Writer and Director. In the past six years at Batchelor Institute Kathryn combined her passions for teaching, education, performance and First Nations perspectives and history and taught the Institute’s Common Units, Public Communication and Telling Histories; a job she describes as one of the best in the world.

Sue Gow is an innovative professional with more than 30 years of experience in diverse business environments. She has done extensive science-related technical work, specialising in veterinary nursing, wildlife, and conservation and land management. Sue is currently a Senior Science Officer at Batchelor Institute, where she manages the model clinic and the science laboratory. Prior to that, she was a quarantine officer in the Torres Strait- Northern Australian quarantine inspection services (NAQS). Finally, Sue knows everything there is to know about snakes.

Damien Howard — not available.

Dr Henk Huijser has worked in tertiary education more than 15 years in New Zealand, the Middle East, and Australia, initially in the field of Media, Communication and Cultural Studies, and more recently in Learning and Teaching. He has researched and published nationally and internationally in the areas of E-Learning, Learning and Teaching in Higher Education, Problem Based Learning, Indigenous Media, Media and Communication and Cultural Studies. While his research focus has shifted more towards learning and teaching related areas, he still publishes in the areas of media and cultural studies as well.

Dr Stephanie Kelly worked for over twenty years as a Higher Ed and VET lecturer in the fields of biculturalism, ethnicity, race relations, social policy, qualitative research methods and sociology, in New Zealand and Canada and as a consultant community researcher, specialising in community needs analysis, before moving into senior management roles at Batchelor Institute.

Stephanie carried out ethnographic research of contemporary Ngai Tahu settings in the South Island of New Zealand from 1990 – 2002, conducting life histories of several kaumatua (elders) and the Ngai Tahu upoko kaumatua (chief elder) at a time of mass change in Ngai Tahu political, legal, and economic identity and is particularly interested in the role of whakapapa (genealogy) as metanarrative – the most potent cultural resource. She has led an extensive list of community development research in New Zealand, including many community needs analyses, youth research, employment research, housing research, and the participatory action Aranui Community Renewal research from 2001-2008 in Christchurch, New Zealand. Over this period, she taught in both Higher Ed and VET in the fields of biculturalism, racism and ethnicity, social policy, qualitative research methods and sociology.

Claire Kilgariff took up the position as Head of VET Division – Human Services, Arts and Foundation Skills at Batchelor Institute in January 2014, however she began with the Institute in 2009 in the role as Head of Faculty Education Arts and Social Sciences. During her time with the Institute she has particularly focused on building strong collaborative relationships with industry, stakeholders and communities. Prior to commencing with Batchelor Institute she worked in various senior policy and executive roles within the NT Department of Education and Training in the area of workforce development with a particular focus on pre-service teacher preparation, teacher quality and professional learning, leadership development and the development of the Indigenous education workforce. She has held senior roles in the school education sector and has taught in Higher Education.

Maree Klesch is a senior lecturer at Batchelor Institute and publisher at Batchelor Press.

Ganesh Koromannil has a Masters in Language and Linguistics, MEd in TESOL and a Post Graduate Diploma in Teaching and Learning (PGDTL). He currently coordinates the Bachelor of Indigenous Language and Linguistics (BILL) course at the Australian Centre for Indigenous Knowledges and Education (ACIKE) which is a teaching partnership between Batchelor Institute and Charles Darwin University (CDU). Ganesh has taught linguistics, literature, and ESL in Australia, India, and in other International contexts. Since 2008, he has worked closely with Aboriginal and Torres Strait Islander student cohorts and in Maningrida and Ramingining communities.

Ganesh is currently researching in the area of English and academic language proficiency and the remote Aboriginal and Torres Strait Islander student cohort in Higher Education.

His areas of interest include education, languages, cultural studies, ESL and EAP. He enjoys working in culturally diverse, educationally challenging and socially engaging situations and hence he cherishes the time at Batchelor and ACIKE.

Professor Steven Larkin is a Kungarakan man from Darwin. He is the Pro Vice-Chancellor Indigenous Leadership, and the Director of the Australian Centre for Indigenous Knowledges and Education (ACIKE). As a member of the CDU Executive, Professor Larkin works closely with other senior managers and stakeholders, including the Commonwealth, in developing and implementing strategies and providing leadership to further progress the vision, strategic framework, goals and objectives of CDU in becoming a leader in Indigenous education. Professor Larkin has completed a doctorate on the subject of race relations as a candidate of the Queensland University of Technology, and holds a Masters in Social Work from Charles Sturt University and a Bachelor of Social Work from the University of Queensland. Professor Larkin also serves on Batchelor Institute’s Council.
Dr Jillian Marsh — not available.

Dr Helen CD McCarthy is a Scholarly Teaching Fellow-School of Education-Curtin University Perth Western Australia. She has worked extensively in regional and remote communities in Arnhem Land in the Northern Territory and in Western Australia for more than thirty years working with primary, secondary and tertiary Aboriginal students. Her interest is in the application of two-way bi-Suedialectal approaches in the development of holistic emergent curriculum frameworks that venerate Indigenous epistemological traditions. Her critical auethnographic PhD study investigated the struggle for culturally-sensitive educational pathways for at risk adolescent Aboriginal girls. She used the girl’s love of sport to stimulate a negotiated emergent curriculum that led to significant and observable improvements in the girl’s behaviour. This sense of accomplishment encouraged continuous attendance, which led to a greater commitment to study and completion of their Year 12 studies. Mindful she was just another white researcher researching Aboriginal people she used the methodology of Autoethnography. This is the approach to research and writing that seeks to describe and systematically analyse personal experience in order to understand cultural experience. This approach challenges canonical ways of doing research and representing others and treats research as a political, socially just and socially conscious act.

Dr Eva McCrae-Williams has worked in the Social Anthropology and Community Livelihood research space for nearly 10 years, with most of this work situated in the Northern Territory. As Principal Researcher and Higher Degree by Research Coordinator, she has extensive experience as an educator, researcher and consultant.

Professor Rose McEldowney has extensive practical and management experience from Victoria University of Wellington (VUW) in New Zealand, where she managed and taught tertiary nursing, midwifery and health programs in partnership with practice. Prof McEldowney originally trained as a nurse and has broad practical experience across mental health, primary health, palliative, surgical and postnatal nursing. Professor McEldowney has broad interests across health care and said she enjoyed applying academia to the evolving and dynamic roles of nursing, midwifery and allied health. She has also spent many years setting up primary health care, degrees in nursing and midwifery and postgraduate courses in partnership with Indigenous peoples.

Julie-Ann Murphy is an experienced educator who has worked in both private and public education systems in the NT, across primary years, middle years, senior years and tertiary higher education in remote, rural and urban contexts for over 30 years. She is well-known for her innovative and committed classroom practice and for her dedication to the standards of her profession. Julie is co-author of the Strong Teachers book and is currently in a Managerial position with Learning and Research Strategic and Corporate Services at Batchelor Institute.

Robyn Ober is a Mamu/Djurribal woman from Innisfail who has had a 30-year association with Batchelor Institute. She is currently a Doctoral Fellow under the Institute’s Indigenous Research Collaborations program. Robyn has extensive teaching experience and has been involved in award-winning Indigenous higher education and vocational education training. Her research has included Indigenous educational leadership and both-ways teaching and learning and her research outcomes have been presented at national conferences and in research journals. Robyn has been at the front line in the development of both-ways pedagogy, in working to combine Indigenous and non-Indigenous ways of knowing, being and learning in teaching practice and in research. Her current doctoral research investigates identity and culture expressed in Aboriginal English.

Miltie Olcay — not available.

Jaemie Page is a Foundation Skills lecturer/facilitator at Batchelor Institute and a ranger mentor of the Thamarrurr Rangers in Wadeye. Prior to that he was a Conservation Land Management lecturer, also at Batchelor Institute, and a trainer at Taninmin school. Jaemie has a long and varied history of working in education and environmental and land management, including as President of Coomalie Landcare.

Dr Ailsa Purdon has worked in Indigenous and African education as a teacher, teacher-linguist and teacher educator for over thirty years. She has been involved in the development and implementation of both-ways and bilingual education in Arrernte and Warlipiri communities in the NT, in Southern Sudan, in African languages and English in South Africa and among Highland Minorites in Cambodia. Ailsa worked at Batchelor College and then Batchelor Institute over a long period of time, not always continuous but holding various positions including Assistant Director (Academic), Head of School of Community Studies, Head of the Division of Community Education and Training as well as a lecturer and senior lecturer in Teacher Education. Ailsa was actively involved in the facilitation of the Batchelor Aboriginal Languages Fortnight for a number of years. Ailsa is currently working for the Catholic Education Office of the NT as an Education Office in Language and Literacy Education in the Indigenous Catholic Community Schools of Wadeye, Wurrumiyanga, Nauiyu and Ltyentye Apurta continuing professional relationships with Aboriginal teachers that commenced more than 30 years ago and included their learning journeys at Batchelor Institute.

Katrina Railton has been involved in NT Indigenous education for over 16 years in many roles across School, Government and University sectors. Experiences and relationships developed during this time have fuelled a strong drive for maximising success for Indigenous students. Research and collaboration have been common factors over the last decade in Katrina’s career. The most recent project in this space was the co-writing of the Strong Teachers book.

Katrina is currently working for the NT Department of Education in the Indigenous Workforce Development team contributing to the Department’s Indigenous Employment and Career Development priorities. This role involves working with a diverse range of internal and external stakeholders including schools, registered training organisations and other government departments.

BIOGRAPHIES

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Sue Reaburn has lived and worked as a teacher, administrator and leader of a number of key initiatives in the Northern Territory for over 35 years. She has held a diverse range of roles including: classroom teacher, tutor in the Homeland Centre Remote Area Teacher Education (RATE) program; CDU lecturer; curriculum materials developer; manager of a mentoring program for Indigenous teachers and Executive teachers; program manager and policy advisor and more recently responsible for the development, design and implementation of a strategy to increase the number of Indigenous teachers in NT Government schools by 200. While undertaking these roles Sue has had the privilege to travel to the most of the communities in the Northern Territory and to work with many inspiring and dedicated Indigenous and other Australians. Sue is currently working part time for Batchelor Institute and continuing to build a digital archive to recognise and celebrate the shared story of Indigenous Education.

Bronwyn Rossingh is a senior researcher and project coordinator at the Australian Centre for Indigenous Knowledges and Education/Charles Darwin University. Bronwyn has an accounting background working with chartered accounting firms and for the last twenty years working with Indigenous communities and organisations. Bronwyn undertakes research and other projects with several Indigenous communities and organisations in the areas of education, accountability, youth leadership and financial literacy. Her PhD study was on ‘Culture Legitimate Accountability’. Bronwyn seeks to encourage Indigenous people to drive their own research and projects to ensure that priorities and outcomes are based on the dreams and aspirations of Indigenous people and their communities.

Evelyn Schaber — not available.

Kristina Selhin-MacNeil is a PhD Candidate in the Department for Culture and Media Studies and the Centre for Sami Research (CeSam) at Umeå University in Sweden. Kristina’s PhD project is an international comparison and centres around relations and conflicts between Indigenous groups and mining companies in Sweden and Australia. The study places particular focus on discriminating structures and unequal power relations that make long-term solutions and successful conflict management difficult to achieve. The project is a part of the Industrial Doctoral School at Umeå University and is co-owned and mentored by the National Association of the Swedish Sami (SSR).

Valda Shannon — not available.

Sue Shore is an Associate Professor in Education (Research) in the School of Education with responsibility for the School’s Research Portfolio. Sue has more than 30 years teaching, research and education management experience and has built a sustained history of collaboration with community, school, VET and university organisations and colleagues. Her commissioned research and competitive research grants have consistently addressed the theme of social inclusion and its implications for organisations, educators and trainers (funding of more than $330k individually and over $1m with colleagues). Sue has secured national and international grants in the areas of adult literacy provision, comparative studies of workplace learning, analyses of how racial practices operate in and across education and training organizations and strategies to enhance workplace practitioner research. She has authored more than 50 peer reviewed journal articles, edited books, chapters and conference papers. Many of these projects involved negotiating complex research relationships with industry partners and individual educators.

Dr Sue Stanton is a Kungarakan-Gurindji born in Larrakia country. She is a Fulbright scholar (1996) and holds a PhD from Charles Darwin University, and an MA in American Indian Studies from the University of Arizona, Tucson, USA. Her academic specialisations and interests include: Aboriginal and Torres Strait Islander Studies, American Indian Studies, Australian History, Colonial Histories, International Indigenous Human Rights Law, Minority and black leadership/black women leadership, Black political activism – past and present, Challenging the legitimacy of ongoing western colonialism, & Whiteness studies and notions of white superiority. She is currently a Senior Lecturer [BATSIA/ILSM/BILL/DCIW] Division of Higher Education and Research: Batchelor Campus and a member of the ACIKE teaching program, CDU.

Dr Peter Stephenson has been a Chief Investigator on multiple competitive research grants as well as a lead and co-researcher on numerous tendered research and evaluative projects commissioned by Commonwealth, State/Territory governments and by research commissioned by the private sector. He has researched and published nationally and internationally in the areas of Adult Education, Indigenous Education, Problem Based Learning, Environmental Health and Workforce Capacity Building.

Miriam-Rose Ungunmerr Baumann — not available.

Gurruwun Yunupingu — not available.